

MASS. AF11-2: Ac 85



# *The Commonwealth of Massachusetts*

*Department of Personnel Administration  
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ACTION PLAN FOR HRD ©

Bureau of Human Resource Development  
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Bureau of Human Resource Development



## EXECUTIVE SUMMARY: ACTION PLAN FOR THE BUREAU OF HUMAN RESOURCE DEVELOPMENT

The Department of Personnel Administration's decision to broaden the scope of Human Resource Development services was exemplified in the name change of the Bureau of Employee Development to the more inclusive name of Bureau of Human Resource Development (BHRD). A broader definition of and approach to Human Resource Development was needed to meet the Commonwealth's employee needs in training and development. DPA recognized that employee capability must be continuously acquired, sharpened, and used. Hence, the BHRD's mission was redefined, its *raison d'être* now being to initiate, facilitate, and promote--on an ongoing basis--an HRD process for all Commonwealth employees. To achieve that vision of the future, the new BHRD began a strategic planning process, which has as its theme: ACTION PLAN for HRD. This vision of the future state of the BHRD provides for three years both the direction in which it should move in a progressive developmental way and the energy to begin that move.

The BHRD realizes that maximizing the potential of our human resources requires more than training. Therefore, this strategic plan for training and development must be seen as one part of a total systematic and organizational concern of integrating HRD opportunities with state operations. The Commonwealth's Bureau of Human Resource Development needs the active cooperation of the chief executive in particular, top level management, and other players in the human resource field, if it is to succeed in achieving the goals of improved performance and productivity in State government.

The ACTION PLAN for HRD entails a three-year strategic plan to address training and development needs in all employee categories. The ACTION PLAN for HRD is based on an integration of data received through the Bureau's formal and informal assessment of needs. The staff conducted an extensive review of studies and evaluations of programs that have been offered in the Commonwealth and in other states. Sources of data included this Spring's Tier participants, key state leaders, agency training liaison officers, agency liaison officers, agency staff representatives, public management consultants, officials from the public and private sector and area universities,





representatives from other states, as well as background memos, prior reports, in-house documents, and other data submitted by State agencies.

Using this information as a foundation, the BHRD designed an ACTION PLAN which combines innovative thinking with realistic, practical goals to address the training and development needs of employees of the Commonwealth. The main objectives of the ACTION PLAN are:

1. *To provide consistent up-to-date high quality learning experiences that enhance current job performance and career mobility;*
2. *To develop knowledge and skills of managerial, supervisory, professional, and clerical/support staff to enable them to perform more productively, efficiently, and creatively; and*
3. *To foster teamwork and networking in order to strengthen current learning and performance.*

The ACTION PLAN must be approached in a progressive, developmental way; it is a long-term HRD strategy to improve the overall effectiveness of the State workforce. The ACTION PLAN should not be viewed as a one-year operational plan with merely projections of the training sessions and seminars planned. Like any other product market plan, strategic steps are necessary for the success of this plan: market research, product development, marketing, delivery systems, quality control, service, and evaluation. With increased dialogue among members of a strong community of HRD liaisons, enriched by senior level officials actively helping to shape the HRD curricula, this evolving ACTION PLAN will address State-wide needs.

The attached charts summarize the scope of proposed programs and services which will be marketed and delivered by the BHRD over the next three years. Attached is a Budget for HRD activities for FY'86. The necessary fiscal, human, and physical resources are critical to implementation of this ACTION PLAN. Support of the ACTION PLAN has to be made in concrete terms as well as in philosophy.

The ACTION PLAN is ambitious. However, with adequate planning, resources, and funding, many of these pressing needs can be met in the next three years.



## MANAGEMENT DEVELOPMENT PROGRAMS

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The Culbreath Consent Decree																									•

— ongoing programs      x programs over several weeks      • short-term programs



## Fiscal Years

[illegible]

- ongoing programs
- x programs over several weeks
- short-term programs





## STAFF AND PROFESSIONAL DEVELOPMENT PROGRAMS

Fiscal Years	1 9 8 6 1 9 8 7 1 9 8 8												JUL AUG SEPT OCT NOV DEC JAN FEB MAR APR MAY JUN	EXAMPLES OF RELATED ACTIVITIES
	1	9	8	6	1	9	8	7	1	9	8	8		
Professional Staff Training Overview of the Commonwealth of Mass., State Gov't System				•		•		•		•		•	•	• obtain input from key State managers • set agenda • locate training site • obtain key State managers to give presentations • identify an expert trainer • locate training site
Clear Writing			•			•					•			
Making Oral Presentations Public Speaking		•		•		•		•		•		•	•	• obtain necessary A/V equipment
Communications Workshop			•			•				•				• monitor the training
Time Management		•				•				•		•		• observe trainers in other settings prior to selection
Stress Awareness	•			•		•				•		•		• conduct follow-up evaluations to determine long-term effectiveness
Team Building				•		•				•				• have an HRD Task Force develop the curriculum
How To Conduct Meetings			•							•				• conduct needs analysis to determine demand
Essentials of Organizational Change						•							•	• research current trends in the field of organizational change
Effective Problem Solving										•				• develop case studies
How To Tackle A Research Project												•		• have an Evaluation and Research unit develop and pilot program
Clerical/Support Staff Training Supervisory Skills for Adm. Asst. and Office Managers		•		•										• market programs with managers to obtain their support
Basic Support Staff Skills Training Seminar													•	• have a clerical task force review curriculum

— ongoing programs      x programs over several weeks      • short-term programs









Although the time period covered by this ACTION PLAN for HRD is three years, the following budget is based on one budget year. The outcomes of this fiscal year will be the major determinant of budget planning for subsequent years.

Excluded from the budget are the full costs for staff salaries, benefits, Pride in Performance, and capital expenditures.

In the absence of an in-house standard for cost setting, the amounts to be spent for each program or service are discretionary costs and are a matter of our best judgement. Therefore, the itemized expenditures are not fixed costs and should not be viewed as such.



## BUREAU OF HUMAN RESOURCE DEVELOPMENT BUDGET FY '86

OPERATING EXPENSES

68,500

- Computer and Letter Quality Printer 4,000
- Office Supplies, Printing, Notebooks, Binders 3,800
- Office Furniture (e.g. Chairs) 1,700
- Travel 2,500
- Food, Refreshments, Supplies 1,500
- Consulting Fees, Training Expenses 52,000
- Facilities and Conference Rentals 3,000

PROGRAMMATIC EXPENSES

180,789

- Management Development Programs 80,000
- Tier Programs 50,000
- Staff and Professional Development Programs and Services 50,789

AUXILIARY SERVICES AND ACTIVITIES

43,700

- A/V Equipment, Maintenance and Repair 3,800
- Library Reference Materials 5,000
- Additional Software and Computer Capabilities 3,600
- State-Wide Needs Assessment Project 6,000
- Staff Development 2,600
- Interns (2) 1,000
- Marketing (Graphs, Charts, Slides) 1,700
- Publications (Annual Catalogue, Newsletters, Quarterly Reports) 20,000

TOTAL292,989





This ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT (HRD) reflects the mission and goals of the Bureau of Human Resource Development (BHRD). The ACTION PLAN is an integration of all the data received through the Bureau's formal and informal assessment of needs. The staff conducted an extensive review of evaluation and studies completed for programs that have been offered in Massachusetts in the past, and in other states. Sources of data include this Spring's Tier participants, interviews with key state leaders, agency training liaison officers (ATLO's), agency liaison officers (ALO's), agency staff representatives, public management consultants, executives from the public and private sector and area universities, representatives from other states, as well as background memos, prior reports, in-house documents, and other data submitted by State agencies.

Using this wealth of information, the Bureau of Human Resource Development designed an ACTION PLAN which reflects realistic, practical goals for HRD. A concerted effort has been made to develop a creative, innovative approach to training and developing the employees of the Commonwealth.

This ACTION PLAN for HRD should be received as the beginning of a planning and organization development process, utilizing the concept of progressive development.



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I.

## INTRODUCTION AND RATIONALE





State government should be a place of productive employment for any employee who meets the criteria of adequate knowledge, skills, minimum age, and other job-related qualifications. State agencies and institutions also should be examples of how individuals who represent the citizenry of that state and the country as a whole can be employed, developed, and highly satisfied through their work experiences in state government.

To create and maintain such a working environment in the Commonwealth, state managers must be equipped with the most modern management skills known. In addition, their skills must be matched with a capable and skilled state workforce. Much of the success the Commonwealth has enjoyed has been the result of its investment in management training and development, and professionalizing its workforce.

Human Resource Development, or in plain English, training and education, has a value. Like the physical plant that needs continuing maintenance if it is to remain a valuable asset capable of doing the job it was designed for, employees need ongoing maintenance as well. And an important part of that maintenance comes in the form of human resource development, i.e., training and developmental opportunities.

The need for and the commitment to training in the Commonwealth of Massachusetts is evidenced by Governor Michael S. Dukakis' message in the Public Manager's Notebook, (Vol. 3, No.1). He states:

I am convinced that the quality of governance is enhanced by able, well-trained employees at all levels... Training should be a key factor in the advancement of a public manager's career...We must maximize the potential of our human resources.



Of course, maximizing the potential of our human resources requires more than training. Training is only one factor in improving State government operations. Managers can significantly affect State government operations only if the system is prepared to receive and encourage these efforts. Therefore, training and development is seen as one part of a total systematic and organizational concern: that of integrating HRD opportunities with State operations. Such a merger requires the Chief Executive and top level management support in order to meet the demands for results-oriented management.

Excellence in Training and Development requires a strong community of HRD liaisons, with increased dialogue among all of us, and with senior level officials playing more of a role in helping to shape the HRD curricula, thus creating a relevance that will serve their agency's needs.

In this spirit, and with the organizational climate in perspective, the BHRD's ACTION PLAN FOR HUMAN RESOURCE DEVELOPMENT WAS DEVELOPED. We hope that the ACTION PLAN will be received as a positive step toward the recognition and development of the Commonwealth's workforce, and that it will represent a significant contribution to the existing record of achievements and successful initiatives in Massachusetts.



## MISSION AND PHILOSOPHY





Mission Statement: The primary purpose of the Bureau of Human Resource Development is to provide centralized direction for statewide employees regarding training and development activities. Its "raison d'etre" is to oversee and contribute, in a cost-effective way, to the development and productive use of the Commonwealth's human resources by providing understood and accepted advice, programs, and services in the areas of management, non-management, and in-service training and development through the following activities:

- Conducting training needs analyses;
- Designing, developing, promoting, conducting, and administering training programs and services;
- Evaluating training effectiveness;
- Coordinating inter-and intra-agency training activities;
- Establishing and maintaining effective working relationships with appropriate local educational institutions;
- Identifying, evaluating, and securing outside training expertise as needed;
- Building and maintaining a knowledge of current developments in training technology and theory;
- Advising agencies' management about effective and efficient use of training resources;



- Providing high quality learning experiences which form a systematic development program for the Commonwealth's workforce;
- Directly involving employees from each employee category in identifying significant training needs and creating programs that best respond to those needs;
- Monitoring all programs on an on-going basis and incorporating necessary modifications to insure continual responsiveness to HRD needs;
- Providing for appropriate and timely developmental opportunities for BHRD staff to ensure that the BHRD continues to meet the Commonwealth's HRD needs; and
- Symbolizing for state agencies a professional approach to leadership in HRD.



I.2.

## ASSUMPTIONS





Assumptions influencing our approach to developing the ACTION PLAN include:

- The Bureau can secure the commitment and involvement of key stakeholders by devising implementation strategies that capture the support of this group and neutralize counter-productive efforts of resistors.
- The commitment of time, effort, and training funds are true indicators to employees that the Commonwealth has confidence in them and supports their ability to learn and develop.
- BHRD's leadership approach concentrates on working with agencies; having liaisons jointly identify and assess problems and T&D needs, and then develop solutions that address both immediate and long-term issues.
- A team approach to forming a community of HRD liaisons across agency lines not only builds a critical mass to support successful HRD implementation, but also can provide skills HRD liaisons need, to take charge of change within their agencies.
- The dismantling of non-productive and inefficient processes will take time.



- Trying to accomplish too much too quickly can be detrimental and cause the premature undoing of what is otherwise a good plan. By reducing the scope of year 1, concentration can be on key areas where the greatest impact is possible. A pattern can then be developed that makes expansion possible.
- The resolution of the HRD critical issues identified is essential to the success of the BHRD planned activities and initiatives and the future of the Bureau as a central HRD agency for the Commonwealth.
- EOAF and DPA will provide the adequate resources to implement this ACTION PLAN.
- The public sector has special problems: it must function in a constantly changing environment (political and economic), under rigid procedures and restrictions, with frequently revised legislation, and minimal provisions for rewards based on performance.



### GOALS AND OBJECTIVES





The primary goals of this ACTION PLAN are:

- To coordinate experienced and dedicated HRD liaisons in the Commonwealth of Massachusetts who will work together to address common problems and implement the best available solutions;
- To establish and maintain functioning networks of employee categories across state agencies;
- To provide knowledge, skills, and techniques that will assist employees in performing their work productively, efficiently, and creatively;
- To build a constituency group that will provide support, input, and assistance as the BHRD expands its base;
- To create an information source within agencies for the BHRD;
- To establish a coordinated effort of all HRD activities with all of the State's agencies to maximize the Commonwealth's investment in its Human Resources.



The objectives are:

- To provide high-quality learning experiences that enhance current job performance and career mobility;
- To develop a common language and sound knowledge base through community building for HRD liaisons;
- To encourage more effective managerial performance through instruction in up-to-date and proven supervisory/management methods;
- To expand networking and information sharing among employees;
- To foster a sense of teamwork and camaraderie among employees, and an environment where they can learn from each other;
- To provide appropriate official recognition and rewards for the state employees;
- And, not to be overlooked, to enhance those competencies which employees already possess and which they bring to the work place.



RESOURCES ESSENTIAL TO THE SUCCESS  
OF THE ACTION PLAN FOR HRD





The key to the success of the training strategy depends heavily upon all levels of the State's human resources in carrying out their roles as outlined below.

RESOURCES

GOVERNOR

SENIOR LEVEL EXECUTIVES,  
COMMISSIONERS AND AGENCY HEADS,  
LINE MANAGERS

ATLO's, ALO's, DIRECTORS OF TRAINING

CRITICAL ROLES

Messenger:

Articulates policy; treats  
T&D issues as major  
priorities;  
Issues T&D executive  
order;  
Demonstrates and  
articulates ongoing  
support.

Active Leaders:

Establish annual funding  
expenditures and  
resources;  
Foster support for and  
participate in training.

Advocates/Marketers:

Liaise with BHRD;  
Represent agencies needs;  
Assist Bureau in  
designing and  
implementing training.



## TRAINERS, CONSULTANTS

HRD Professionals:

Conduct training;  
provide consulting  
and technical  
assistance to  
agencies; Keep  
abreast of HRD issues  
and trends that  
may impact the State.

## AGENCY EMPLOYEES

Participants:

Participate in  
training, apply  
learning to their  
work environment;  
convey message to  
others re: benefits  
of training received.

## EOAF AND DPA EXECUTIVES

HRD Pacesetters:

Model appropriate HRD  
leadership; articulate  
HRD needs and policy  
focus to Governor and  
senior-level executives;  
seek alternative and  
creative funding sources  
for HRD initiatives.



II.

REASSESSMENT AND PRELIMINARY  
NEEDS ASSESSMENT





The purpose of this review was to gain some understanding of past and current training efforts in order to build a strong, practical ACTION PLAN for FY'86 and the subsequent years. Therefore, the following questions were asked:

- What were the origins of DPA and its training efforts? What training related reports were done and what did they say? On what basis were the various programs implemented?
- Who are our consumers? How many have participated in management training? And who are they? What proportion of eligible participants from each agency have participated?
- What is the assessment of existing training programs? Which aspects of the training have been perceived as particularly beneficial to state employees? Which have been perceived as less useful? How can Tier training be made more effective?

This reassessment is presented in five parts. They are:

- II. 1. Methodology
- II. 2. Origins of Management Development in Massachusetts
- II. 3. The Clients Served
- II. 4. Management Development Programs...An Overview
- II. 5. Assessment of Managerial Training Needs



METHODOLOGY



Four standard data collection procedures were used in order to provide information on which to base the ACTION PLAN. These complementary methods--document analysis, survey questionnaires, participant-observation, and interviews--tapped the thinking of representatives of various constituents and provided an opportunity to bring together perspectives from the past, current training experiences, and the identified hopes and yet unmet needs of state employees.

#### A. DATA GATHERING

1. Document Analysis: All available in-house documents were gathered in order to extrapolate the thinking and recommendations that have shaped the State of Massachusetts managerial training. These include several Institute for Governmental Service publications, Vazquez-Nutall Associates' "Analysis of Managers' survey" (1984), Harvard's "Final Report of the Executive and Managerial Development Project" 1980) and Brandeis' "Human Resource Management in the Public Sector" (1983). New York State's "Comprehensive Plan for Management Development," documents from Pennsylvania and North Carolina, plus a wide array of internal and consultant reports were also obtained. Earlier course materials produced by the BHRD, and training initiatives, by both public and private sectors, were also surveyed. Course evaluations that were available in the file or through the vendors were also reviewed in order to provide perceptions of past and more recent management training programs. Another significant data source was the descriptive information available about those people eligible for the various training opportunities. Who are they? What proportions of what departments have taken advantage of available programs? The in-house records provided a beginning profile of those who have participated in the training programs. This has been supplemented by data available through the PMIS network.





2. Survey Questionnaires: This method was chosen because it provided standardized, easily analyzed responses. The first instrument contained questions ranging from "What are the major tasks that you need to accomplish in your work?" "What are the main issues and decisions that you face?" "What kinds of training events would help you better manage these tasks and issues?" "What kinds of training events would help your subordinates?" The second instrument, used much more extensively, sought more specificity in the responses. This questionnaire, also using open-ended questions, asked: "What have been the best and worst state training events that you know about?" "What were their features?" and "What kinds of training would help your agency's management staff?...Supervisory staff?... Professional staff?...Clerical Staff/support staff?"

The procedure for distributing the questionnaire included a BHRD staff person, who had observed in the group, asking the participants to complete the survey form. More than half of the questionnaires that were distributed in the various tiers were returned.

3. Participant-Observation: All four tiers were observed. One BHRD staff member attended all of the Tier IV sessions. One day of Tier III, and three days of Tier II were attended and, in addition, two BHRD staff were registered as participants in the last program of Tier II in its entirety. Segments of six days of Tier I training were also observed.

Other supplementary data were gathered on a variety of occasions, ranging from attending meetings with University of Massachusetts administrators, informal conversation with a mixture of people at various graduation





exercises and private sector colleagues, to "off-line conversations" with Tier IV participants. All staff were involved in leadership and observer roles at the June ATLO meeting during the small group sessions which identified training needs. In addition, the Bureau Director visited four states - New York, Pennsylvania, New Jersey and Connecticut - and met our HRD counterparts. The observations, information, and discussion exchange provided another source of quality data with a different perspective.

4. Interviewing: In order to collect consistent data, a structured interview guide was used to collect data from Tier IV participants. Questions were designed to help the Bureau understand their assessment of the current training experience to obtain recommendations regarding what training would be most helpful to themselves and their subordinates. Eight senior executives were interviewed.

A second set of structured interviews was conducted by the ATLO's. Over 100 agency heads, training directors, front line managers, and key informants were interviewed to get their perceptions of their own and their subordinates' training needs. These interview results were tabulated independently, but served as the basis for group discussion and synthesis at the June ATLO meeting.

In addition to Tier IV participants and the ATLOs' work, several key people who could provide information about the evaluation of managerial training and who were thought to be particularly insightful about its future directions were identified. These people ranged from vendors who wrote earlier reports upon which current training is based or who have been involved in instructing more than one tier, to former and current DPA



staff who were viewed as being able to offer visionary directions to State training. Six people were interviewed for approximately one hour each. The discussions were focused through the use of predetermined questions based on the unique perspective of the key informant, with the goal of seeking information related to the past and present that could benefit future programs.

#### B. DATA ANALYSIS

Data were grouped according to the particular questions; responses were counted; and patterns across categories were noted. For instance, two themes that emerged in all staff groups - managerial, supervisory, professional, and clerical/support - were the identified needs for orientation and for more recognition and support. Vignettes that seemed to capture the tenor of the group were also noted. For example, a theme which recurred regarding DPA's leadership role included, "Keep up the good work already underway. Continue to expand and modify courses to meet suggestions noted which relate to what's happening in our offices today," and "I would suggest that you conduct a needs analysis."



II.2.

ORIGINS OF MANAGEMENT DEVELOPMENT  
IN MASSACHUSETTS





The Department of Personnel Administration: The Department of Personnel Administration was created in 1974 when the Division of Civil Service and the Bureau of Personnel and Standardization were consolidated by Chapter 835 of the Acts of 1974. Walter Kountz, the first Personnel Administrator (July, 1975 through June, 1979) was given a mandate by the new Dukakis Administration and the Governor's Management Task Force to provide better training for the managers of the Commonwealth. Kountz created the Bureau of Employee Development with the broad goal of implementing institutionalized management development programs.

Employee Development: Between 1958 and 1975, all centralized training was conducted by the Employee Training Section of the Bureau of Personnel and Standardization as part of a series of initiatives supported with Federal Intergovernmental Personnel Act Monies. The Training Section maintained a center in Brighton, offering 21 courses leading to degrees in civil engineering, accounting, and computing. The Brighton Center was closed in 1978 as IPA funds began to evaporate. Even while the center was operational, little was offered in the areas such as management theory or supervision. Kountz, with the support of the Governor, gave the new Bureau of Employee Development a mission to develop comprehensive training programs for all levels of management personnel. With the passage of Chapter 699 of the Acts of 1981 (Management re-classification), the BED was further empowered to develop merit-based training for all managers in the employ of the Commonwealth.

(See Appendix Section B for more detailed information).



II.3.

THE CLIENTS SERVED



The BHRD staff sought knowledge about the clients served - their ages, education, work history, aspirations - but were disappointed at the scant data available. Attention given to recordkeeping and basic statistics was not discernible.

Computer capability will greatly enhance the Bureau's recordkeeping. It will assist BHRD staff in identifying the groups that are particularly in need of service. For instance, what "poorer" agencies have not in any way participated in Statewide training? Has the pool of Tier IV participants evaporated?

Efforts have been made in the last several months to begin to compile information about the consumers of the services offered. A summary of that compilation follows.





## II.3.a FOUR-TIER MANAGEMENT DEVELOPMENT AND TRAINING PROGRAM

## Summary Statistics - Spring 1979 to Spring 1985

Tier	Participants		Females		Minority		Disabled		Viet Nam Era Vet	
	SP '85	TOTAL	SP '85	TOTAL	SP '85	TOTAL	SP '85	since SP '84	SP'85	since SP '84
I: 10 sessions Spring '81 to Spring '85	35	325	19 (54.2%)	153 (47.0%)	11 (31.4%)	43 (13.2%)	-	-	1	7
II: 13 sessions Spring '79 to Spring '85	95	1185	44 (46.3%)	428 (36.1%)	16 (17.1%)	102 (8.6%)	4	11	9	32
III: U of Mass. 7 sessions Spring '82 to Spring '85	19	216	5 (26.3%)	56 (25.9%)	1 (5.2%)	12 (5.5%)	-	-	1	6
Brandeis 4 sessions Fall '83 to Spring '85	36	142	10 (27.7%)	51 (35.9%)	3 (8.33%)	12 (8.45%)	2	4	5	7
IV: 6 sessions Spring '82 to Spring '85	38	256	13 (34.2%)	85 (33.2%)	1 (2.6%)	20 (7.8%)	1	2	4	15
<u>TOTAL</u>	223	2124	91	773	32	189	7	17	20	67





MANAGEMENT DEVELOPMENT PROGRAMS  
IN MASSACHUSETTS 1979-85  
AN OVERVIEW



## II.4. MANAGEMENT DEVELOPMENT PROGRAMS IN MASSACHUSETTS 1979-1985: AN OVERVIEW 19

### Tier I:

Throughout the seven-year history of the "Tier" programs, over 2,100 state managers of all ranks have availed themselves of the state's management development offerings. As the previous chart indicates, over 300 managers have attended Tier I, the Management Skills for Massachusetts Supervisors (MSMS) program. MSMS, a "Train the Trainer" approach to supervisory skills enhancement has been conducted, for the most part, exclusively by the Bureau of Human Resource Development. MSMS program seeks to teach Massachusetts supervisors to teach their peers. The MSMS is geared toward upgrading the 5,000-person body of supervisors in the service of the Commonwealth.

### Tier II:

Since 1979, the State Agency Management Development Program (SAMDP or Tier II) offered by the Institute for Governmental Services (IGS) has trained over 1100 state managers in the basics of management theory and certain other group-determined state-specific issues, such as Affirmative Action, Labor Relations and Office Automation. Both Tiers I and II cover other essential, humanistic subject areas such as the management of change and stress, and team building. IGS offers Tier II participants (who are generally managers classified between M-1 and M-4, inclusive) a solid base of management training, with a bonus of continuing seminars and participant reunions, to encourage the very networking and team building it teaches. Participants are required to conduct agency specific projects, and past Tier graduates counsel current students regarding the problem surrounding actual implementation.

### Tier III:

In 1982 IGS began offering an advanced program for state managers (SAAMDP or Tier III) which has evolved into a program for Senior Managers who have had either a solid background in management theory or who have a wealth of management experience. Over 200 Senior Managers (generally M5-M8) have graduated from the





IGS Tier III program. Since 1983, Brandeis University's Heller School has offered an alternative model of management training for senior-level managers. The Heller School program is an extensive, five consecutive day program. In just two years, Brandeis has offered this course to approximately 150 Senior Managers.

#### Tier IV:

Finally, the Commonwealth has offered management development for its Senior Executives who are primarily cabinet secretaries and agency heads. Two hundred and fifty Senior Executives have completed a five-day residential program run by the John F. Kennedy School of Government at Harvard University. Senior Executives meet, study, and live together for a week, discussing high-level issues such as dealing with the media, strategic budgeting and planning, state politics, and human resource management.

DPA's Key Role: The Department of Personnel Administration's central role in training was acknowledged in the interviews, other discussions, and documentation. For example, Stearns, in his "An Inventory of Training Programs in the Human Services Agencies of the Commonwealth of Massachusetts" (1983), noted, "What does appear to be the most important linkage across the agencies, and most certainly among their training programs, is the DPA Tier I Management Program."

Interviewees in Tiers III and IV appreciated DPA's efforts in developing managerial training opportunities. This regard was communicated in the accolades accorded David Haley at the last Tier IV program. Lunchtime conversations with a number of Tier III participants also communicated a depth of gratitude. One manager noted the contrast between a few years ago and the present: "There was nothing then, and this is of really fine quality."

The Composite Judgement: The Tiers Have Been Successful: In reviewing virtually all of the available evaluations of the various Tier training efforts, the BHRD found that almost all were more positive than negative and most were very positive.





Participants were grateful to have had the opportunity to step back and reflect on their work situations, and many saw the opportunity to attend training as one of the few means of recognition available in state government. However, the various offerings of the Tiers received different levels of praise. The earliest attempt - Boston State College's, for example (see "Origins" section) - was experienced as a costly, poorly run program with little return on investment. In marked contrast, the most recent session of Tier I received high praise in almost all its aspects, and seems to have benefitted from its "action research" orientation, whereby suggestions made during one session were incorporated into the next.

Some Areas For Attention: The more recent question about the Tiers surround particular instructors, the cases, and the appropriate matching of the training to the participants. Data from the Tier training regarding the specific instructors were generally available, although in some cases, such as the most recent Brandeis evaluation, the information regarding instructors was so general it was not useful. Throughout the Tiers, instructors were thought to have a grasp of the subject matter: what were sometimes missing were 1) the ability to communicate the material and 2) an understanding of the roles and context of State employees. (See, for example, the evaluations on Tier IV, April 3, 1985 One-day Issues seminar and Tier II, Spring 1984.)

The cases used in the advanced management programs were also questioned. Feedback from participants at both the Kennedy and Brandeis programs indicated that, while much learning occurred through the case method, more effective learning could have taken place had cases been State cases, "closer to home." One Tier IV participant informed the observer that he had discussed Elizabeth Best on three separate occasions!



The third area of concern pertained to the matching of training to participants. For example, Tiers had been marketed as sequential; in reality, Tier I demands more from participants than Tier II, and Tier III-Brandeis and Tier IV-Harvard are beginning to mirror each other, with the exception of the residential component.

These concerns are addressed in the proposed ACTION PLAN for HRD Programs and Services.



II.5.

ASSESSMENT OF MANAGERIAL  
TRAINING NEEDS





As was previously noted, readily available sources of data were tapped in order to assess managerial training needs. By reviewing course evaluations conducted over the years, interviewing participants and knowledgeable spokespersons, surveying all current consumers, and being a participant observers, the Bureau was able to bring together multiple viewpoints regarding current management needs.

The topics identified, beginning with the most popular, include the following:

- Budgeting: This topic focused on concerns ranging from the budgetary process- how decisions are made in A&F - to the concrete mechanics of agency budgets and how to prioritize, allocate, and perhaps even increase them ("lobbying to increase funding").
- Planning: Interviewees noted that they wanted to understand how to make better decisions - to be able to consider a range of policy alternatives, to factor in the organizational structure, and to allocate appropriate resources.
- Time Management
- Writing skills: Managers wanted these competencies to improve their communication effectiveness. One agency hired a consultant to work with its staff, with apparently fine results.
- Organizational development: Interviewees talked about how they needed to be able to analyze their systems and improve the efficiency and effectiveness of their organizations.
- Negotiations: "Mediation", "arbitration", "conflict", and "employee relationships" were identified as important areas.
- Stress management: Some suggested peer group to deal with stress.
- Human resource management: Recruitment to termination, productivity, delegation, demotion, the problem employee, "quality of performance", and "motivation" were identified. Role playing of supervisory situations was suggested as a method which had been useful for some.





- Team management: "Removing fences from turfs. Communication laterally and longitudinally." Some suggested team building efforts including management and supervisory staff.
- Managing change: The comments in this area ranged from" integrating initiatives" to "updates regarding policies and regulations."

Other topics: Public speaking, public relations, Civil Service, communication and interpersonal skills, power managing (influencing) the decision-making process.



II.6.

UNIQUE COMMONWEALTH TRAINING  
ISSUES AND RECOMMENDATIONS



The information collected during this effort leads to the conclusion that state policymakers need to focus their attention on the training and development of the state's work force. The issues and recommendations presented below should be considered during the fiscal year.

ISSUE:

Some agencies have well-established, highly visible training programs, while others have underfunded, understaffed programs or no programs at all. There is a general sense that if dollars planned for training are identified, they may be cut during the budget process or used for other purposes. Many managers do not view training as one of their responsibilities.

RECOMMENDATIONS:

The State of Massachusetts should adopt a statewide training policy which recognizes training as an essential element in the effective accomplishment of agency objectives. Rules and regulations necessary to implement the statewide training policy could be promulgated by the Department of Personnel Administration.





ISSUE:

Agencies experience significant difficulty in attempting to report and project expenditure data since no object code for training exists in the State Budgeting System. The lack of a common method of determining and accounting for training costs makes it difficult to address training as an issue during the budget process and to track training expenditures.

RECOMMENDATION:

Appropriate change should be made to the Comptroller's Accounting System so that training expenditures may be more clearly identified.

ISSUE:

Training efforts among agencies are characterized by duplication and fragmentation. Common training needs are not being met in a planned and consolidated fashion.

RECOMMENDATIONS:

The Legislature should establish a revolving fund as a mechanism for the Department of Personnel Administration to contract for the delivery of certain training programs needed for employees in more than one agency (generic training). The fund would be replenished by agencies wishing to purchase this training for their employees on a fee basis. Such programs would include, but not be limited to, training to enhance supervisory, managerial and general office skills.

Individual training plans should be developed by the agencies to set forth training goals, objectives and priorities for each year. A statewide plan, based on agency plans, should then be compiled by the Bureau of Human Resource Development.



ISSUE:

Agencies indicated several training approaches which may be useful to all agencies. Among them are: computer-based training, video programs, programmed and self-paced instruction and pre-packaged training modules. In addition to this, some agencies deliver training courses that would be beneficial to others. There is no formal mechanism for information and resource sharing across agency lines.

RECOMMENDATIONS:

A training clearinghouse and resource center should be established for use by all agencies. Information on available courses, trainers, equipment, facilities, etc., would be housed in the clearinghouse and disseminated to agencies on an ongoing basis.

Agencies which have the demonstrated capacity to effectively train employees in other agencies should be funded to do so when it is practical and cost effective.



ISSUE:

Despite numerous training activities in the executive and Judicial branches of state government, little has been done to assess training needs or to determine the impact of training.

RECOMMENDATION:

Agencies should be encouraged to conduct training needs assessments and evaluate the effectiveness of training efforts on an ongoing basis. The Bureau of Human Resource and Development should provide technical assistance in this area.

ISSUE:

In-state educational institutions are not being utilized by state agencies on a large scale, despite the fact that their course offerings, on the average, appear to be more cost effective.

RECOMMENDATION:

The state should continue to explore the feasibility of utilizing the state's educational institutions as the primary training resources for state employees.

ISSUE:

Many questions concerning the state's training effort remain unanswered, despite the large amount of information collected during this effort.





RECOMMENDATION:

Further studies should be conducted to focus on the following areas:

1. What is the most effective means of training senior managers and supervisors?
2. What should be the appropriate level of staffing for agency training offices?
3. What types of training are agencies providing their employees? Is training provided only for enhancing current job skills or as preparation for future jobs? Should public funds be used to provide training for upward mobility? Is training which is mandated by state and federal laws and regulations being offered most frequently?
4. What partnerships can be developed between state government and the state's educational institutions? What incentives are needed to make that occur? How can the institutions better meet the needs of state agencies?





III.

INTRODUCTION TO THE ACTION PLAN FOR

HRD PROGRAMS AND SERVICES SECTION



There is a growing awareness that we must develop, conserve, and optimize the human resources in agencies if we are to reverse the trend toward declining productivity. There also is increased awareness that a piecemeal, "catch as catch can" approach simply will not produce the increases in effectiveness that are required.

Line managers must play an active role in the design and delivery of the training. The rationale for this is that only managers can reinforce the behavioral changes produced by training. This arrangement, which is common in the private sector, provides a solution to the problem of lack of managerial commitment to the reinforcement of training. If managers actually present the training, they will be more committed to the use of training skills to be exercised in the workplace.

Consequently, the BHRD developed this ACTION PLAN for HRD within a strategic framework which covers three years. Therefore, the ACTION PLAN should not be viewed as a one year operational plan with merely projections of the training sessions and seminars.

This ACTION PLAN for HRD goes beyond scheduling a curriculum and projecting attendance. It is not unlike any other product marketing plan. The components for this plan include market research, product development, marketing, delivery systems, quality control, and service.

In short, this ACTION PLAN for HRD is specifically designed to present clear windows on training and development needs, and the trends and issues in human resource management that command the Commonwealth's attention now and in the immediate future.



III.1.

STRATEGIC STEPS  
FOR THE DEVELOPMENT AND IMPLEMENTATION  
OF THE ACTION PLAN FOR HRD  
PROGRAMS AND SERVICES





The Department of Personnel Administration, Bureau of Human Resource Development has a major responsibility for developing the human resources of the Commonwealth of Massachusetts. Given that responsibility, the Bureau has identified strategic steps necessary to implement the ACTION PLAN over a three year period - fiscal years '86, '87, and '88.

Strategic steps for implementing the ACTION PLAN for HRD

- Establish closer working relationships and rapport with top management and agency line managers in agencies to:
  - 1) Build coalitions of BHRD support;
  - 2) Create a business partnership concept to help agencies meet their identified needs;
  - 3) Enlist a cross-section of agency support for BHRD.
- Identify potential allies in state government, and offer them:
  - 1) A chance to get involved in new ventures and to share a piece of the action, and thus
  - 2) A share of the credit and glory when a venture or program bears its fruits.
- Establish a working consortium of agency training directors to better focus specific skills and training needed for both management and non-management staff.
- Form a cross-sectional working Task Force composed of ALO'S, ATLO'S and management to invest in the human resource infrastructure by:



- 1) Identifying specific T & D needs for management and non-management staff;
  - 2) Influencing inter- and intra-agency collaboration and the sharing of resources, equipment, space, etc., and
  - 3) Identifying sites for specific kinds of T & D, such as computer lab centers and setup typing classrooms.
- Target managers and individual contributors with specific expertise to provide a minimum of 7 days of training per year.
  - Schedule training courses and Tiers in different geographical locations, using state-owned facilities and universities to provide portability of training and outreach activities.
  - Market courses to be offered to non-executive branch agencies on an elective, paying basis.
  - Offer elective courses from core curricula of Tiers for agency participants who have completed the appropriate core curriculum, on a paying basis.



- At the Governor's level, strongly encourage agencies to maintain their highest possible level of participation.
- Develop a system to record and report individual and agency participation levels on an annual basis.
- Develop a system to monitor and ensure the preservation of high quality training in the course offerings and the Tiers.
- Provide additional elective courses, beyond those in the Tiers that will be created in accordance with identified and emerging needs.
- Annually conduct an organizational impact evaluative study and use those results for improving and expanding the Bureau's programs for FY '87, and subsequent years.



III.2.

#### MANAGEMENT DEVELOPMENT PROGRAMS





In addition to these programs, the BHRD will be involved in strengthening the current Tier offerings.

TIER IV ALUMNI REUNION: A suggestion made in the Tier IV follow-up Report (Kaiser, 1982) was to have follow-up sessions for alumni. This was strongly underscored by the most recent participants in their questionnaire and interview responses. Tier IV graduates will be invited to a one-and-a-half day residential follow-up program in January in order for them to consolidate their learnings. It is envisaged that the first afternoon session will begin with introductions and a presentation by a keynote speaker. Graduates in small groups will have the opportunity to talk about lessons that were learned and applied. The second day will include directly applicable managerial skills, in which participants would have the opportunity to strengthen their managerial and leadership skills in handling a problematic subordinate.

EXECUTIVE WRITING: This individualized workshop depends on participants' submitting samples of their writing prior to the workshop, and benefiting, over a five-week period, from ongoing consultation in relation to their specific writing needs.

MANAGEMENT INSTITUTE: The Management Institute will be a two-and-a-half day residential seminar including a number of different trainers dealing with a number of issues relevant to the middle manager (M4-M8). The format will include intensive, full-day training of small and large group work, role-play, experimental and experiential training methods, and an evening session consisting of a panel discussion or speaker of note. Topics for the Institute could include



"The Trapped Middle Manager," "Empowering the Seemingly Powerless," and "Coping with Change and Related Stress." All sessions will be conducted with a specific focus geared to the middle manager in Massachusetts. Training will be conducted by relevant state professionals, elected and appointed officials, and experts in the field of public sector management with its inherent turbulence.

#### CASE WRITING

In order to deal with the problem of a shortage of cases relevant to state employees, a case writing seminar is needed. A task force will be formed to further identify cases of particular interest to Commonwealth managers. These cases will be based on actual Commonwealth situations.

OFFICE AUTOMATION: This program is being offered statewide by DPA, IGS, OMIS. Given the identified needs, it would appear that many state executives want knowledge beyond an awareness of computer capability.

EXECUTIVE INVITATIONAL: This day-and-a-half roundtable seminar would consist of a select group of 25 state executives chosen on the basis of their influence and acumen, with the goal of taking top policy officials through a process together. While an initial retreat is held for officials when they start their terms of office, ongoing enrichment opportunities need to be initiated. Like the Management Institute, the goal of the Invitational is to strengthen the working relationships among those who offer leadership in the Commonwealth.

The design will consist of breakfast at a downtown hotel with a known speaker focusing on one topic, with small group follow-up discussion and facilitation, then a luncheon speaker with another topic again with follow up discussion and facilitation. Possible speakers could include MIT's





Michael Scott Morton on Planning, Ed Schein on Organizational Design and Development, and Jim Kekimian on Management Accounting and Control. Other possibilities include a half day on Making Effective Presentations and another half day on Working with an Organizational Consultant, or Writing Skills for the Public Sector. Yet another possible day could involve an academic focus, such as an MIT "star" or organizational guru (Drucker, Deal, Cash, Mills, Lawrence, Macobby, or Kennedy) followed by a practical applications focus in the afternoon.

MODULES: For those professionals and others who are currently non-tierbound, some of the Tier modules will be offered. Recent star graduates of the Tier programs can be considered as presenters. Those that are in particular demand include:

- Effective presentation skills
- Writing skills
- Conducting a meeting
- Time management
- Stress and the Trainer
- Power and Powerlessness

MANAGEMENT ORIENTATION: A timely orientation for managers, both those new to state government and those new to their role, needs to be institutionalized. Within a short period of time after assuming their positions, managers would automatically take part in management orientation.

This orientation would involve an introduction to policy makers, understanding the overall goals of the administration, and hearing the concrete do's and don'ts. The system of employment, budget process and the new PMS would also be included in the orientation. Opportunities would be present for managers to begin to become familiarized with their roles as managers.





FILM FESTIVAL: Many sophisticated audio-visual programs relating to management development and performance improvement are available. In the Fall, an afternoon will be set aside in order for training officers, ATLO's and others involved to attend a series of films related to clerical support, professional, supervisory, and managerial training. State agencies will be able to coordinate their preferences regarding loans and purchases, and benefit from group discounts.

KNOW YOUR GOVERNMENT: Many participants of the Tier programs recognize the need to have more formal ways of learning about what agencies do. Therefore, a lunch bag seminar scheduled once every two months through the year is being planned. These would begin in early October and would be open to all staff. Speakers will include known representatives of the various agencies who could, in lay terms, describe what their agencies' missions and tasks are, and invite questions from the group.

RESEARCH AND NEEDS ASSESSMENT SEMINAR: Technical training will be provided through two-hour weekly seminars for eight weeks. Twelve people will be coached on assessing their organizations' needs through an extensive process of weekly assignments. Participants will present a comprehensive picture of their organizations with strengths and weaknesses. Implementable recommendations will be developed, with a built-in three to six months follow-up plan.







Fiscal Years	1 9 8 6 7 8 9 10 11 12												EXAMPLES OF RELATED ACTIVITIES								
	JUL AUG SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL AUG SEPT	OCT		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Executive Invitational																					• coordinating Task Force
Module Training																					• working with Task Force to select training and instructors
Orientation																					• program design
Film Festival																					• coordinating vendors
Know Your Government																					• soliciting effective speakers
Needs Assessment Workshop																					• designing relevant, usable curriculum

- ongoing programs
- x programs over several weeks
- short-term programs





III.3.

STAFF AND PROFESSIONAL DEVELOPMENT  
PROGRAMS





INTRODUCTION

A primary focus of the Bureau of Human Resource Development's new training and development initiatives will be in the area of staff and professional development programs and services. "Professional" in this context refers to non-clerical, non-management personnel, such as Social Workers or Program Analysts. This group has been neglected in the past and is deserving of the resources of the Commonwealth as an investment in the future.

This proposed training program has been designed on the basis of the extensive reassessment process that the Bureau has undertaken. The goal of these initiatives is to:

- Provide an effective and efficient training program for non-management employees, in response to the identified HRD needs, both for the short-term and long-term.

The Bureau's ACTION PLAN FOR HRD incorporates the programs and services that will be sponsored and delivered in FY'86, and provides an outline for FY'87 and FY'88.

Key ingredients for the quality of these programs will be the following components:

Marketing - The Bureau must bring the message of the importance of HRD to Agency Heads to gather their support and resources. The programs must be advertised with enough notice so that appropriate manpower resource allocation planning can take place.

Trainers - Experts in the various subject matters must be identified to conduct the programs. These experts are expected to come from both the state system and private sector. The BHRD is keenly interested in



developing a pool of trainers from state employees and managers who are experts in various topics. Also, the Bureau plans to invite recipients of the Pride in Performance awards and other merit winners to be key presentors, as well as participants.

Inter-agency - Programs will be offered to encourage inter-agency participation and to foster cooperation between departments.

Resources - The Bureau is dependent upon the necessary fiscal, human and physical resources to implement the programs and services outlined.



III.3.A.

#### SPECIAL PROGRAMS





A. SPECIAL PROGRAMSORIENTATION OF NEW DPA EMPLOYEES

Twice a year, the Bureau of Human Resource Development will provide orientation for new DPA employees. The goals of the one-day program are to:

- Provide a picture of state government and DPA's role;
- Give participants an outline of what DPA does and how their function relates to DPA services; and
- Allow the participants the opportunity to develop communication links.

BUILDING THE NETWORK OF HUMAN RESOURCE DEVELOPMENT PROFESSIONALS

The Bureau of Human Resource Development is keenly interested in building a community of HRD liaisons in the Commonwealth. This has been identified as a high priority by the ATLO's, as well. In addition to regular meetings to share information and resources, the Bureau plans to hold an all-day conference on the Essentials of Human Resource Development in the Spring of 1986. This conference will provide ATLO's with current information and trends in the field of human resource development, from the how to's of developing an HRD unit in their own Agency, to locating resources for training and development.

In the future, the Bureau looks forward to sponsoring, with other Bureaus in the Department of Personnel Administration, an interstate three-day residential conference for Human Resource Managers. This conference will provide public administrators an opportunity to share information and learn current methods and techniques for administering human resource programs and services.



TRAINING OF TRAINERS

To support the Bureau's community of HRD liaisons, a three-day course of Training for Trainers will be provided. State agency trainers and ATLO's will be encouraged to participate in this program. The program will encompass the following topics:

- Principles of learning
- Instructional strategies
- Classroom management techniques
- Training materials
- Program Delivery

This program will be offered annually.

TUITION REMISSION FOR MANAGERS I-XII AND EMPLOYEES OF CONSTITUTIONAL OFFICES

The Bureau of Human Resource Development is responsible for implementing the policy guidelines of the tuition remission program for managers and employees of constitutional offices, processing all certificate of eligibility forms and overseeing the auditing of program participation.

ACADEMIC COURSE OFFERINGS

Through the University of Massachusetts, the Bureau of Human Resource Development offers a number of undergraduate and graduate courses at One Ashburton Place, Room 519. All of the courses qualify for 100% tuition remission and all fees are waived. A total of nine courses will be offered in the Fall of 1985. Each semester, announcements regarding the courses and registration are widely distributed to all state offices.



BACK TO COLLEGE SEMINARS

To encourage employees to access the tuition remission benefits available to them, the BHRD, the University of Massachusetts and other public institutions of higher education will offer seminars on going back to college. These two-hour seminars will be offered twice annually and at sites outside of the metropolitan Boston area.

CAREER PLANNING SEMINAR

Career planning has been identified as a high priority need of all staff. Employees across the board are interested in gaining skills in how to plan their career and educational goals. The seminar will use a variety of self-assessment tools and planning devices. The state promotional system will be discussed. In addition, employees will learn how to present their skills and experiences in a coherent manner on a state job application and or resume. This day-long seminar will be offered twice a year, beginning in FY'87.





HOW TO PREVENT OFFICE HEALTH HAZARDS

It is widely recognized that office health hazards can be easily prevented through proper office and job design. In particular, when video display terminals (VDTs) are introduced, necessary adaptations in office and job design are not introduced. The results can be: increased health complaints, higher absenteeism, and lower productivity. Office personnel, from clerical staff to managers, are often not aware of the important changes that can enhance use of automated equipment.

The seminar is being offered by the Office Technology Education Project (OTEP), under the sponsorship of the Massachusetts Division of Occupational Hygiene. The seminar is suitable for all who are interested—managers, users, those who purchase the equipment, etc. The focus is on inexpensive, practical measures to prevent avoidable office health problems and makes the most of new automated systems.

The seminar is one and one-half hour in length and will be offered at least once in FY'86.

PRE-RETIREMENT COUNSELING

Half-day pre-retirement seminars will be offered to state employees through the Bureau and in cooperation with the Retirement Board and Group Insurance Commission at least twice a year.

The Bureau plans to offer this program at sites across Massachusetts over the next three fiscal years.





THE CULBREATH CONSENT DECREE

The Bureau of Human Resource Development has oversight responsibility for the training component of the Culbreath Consent Decree. The Bureau meets monthly to discuss the development, implementation and institutionalization of training plans. In addition, the Bureau provides, as needed, How to Take a Civil Service Examination Test Preparation Seminar to state employees and the public. The Bureau plans to make this seminar widely available to the public in FY'87 by having it broadcast on public/educational TV.



III.3.B

SUPERVISORY TRAINING AND DEVELOPMENT



B. SUPERVISORY TRAINING AND DEVELOPMENTTIER I: MANAGEMENT SKILLS FOR MASSACHUSETTS' SUPERVISORS

Tier I Instructor Training Program - Management Skills for Massachusetts' Supervisors is designed to train employees classified as MI-IV, training specialists or supervisors in job group 18 and above, to be agency instructors of basic management skills. This strategy provides agencies with a continuous in-house capacity to train first- and second-line supervisors.

The following curriculum has been developed for this eight-week program. It consists of two units of instruction:

I: Training Skills Instruction: 5 Days

Topics include:

- Public speaking
- Adult learning theory
- Group dynamics
- Use of training equipment and materials
- How to design and conduct training
- Principles of feedback and evaluation
- Videotape presentations

II: Management Skills and Personnel Policies Instruction: 5 Days

The curriculum includes five days of instruction in management skills and personnel policies. Exact topics and the amount of time to be devoted to each will be based on a needs assessment of participants that is conducted on the first day of the course.





Topics include:

Management Skills

- Leadership
- Communication
- Motivation
- Productivity
- Conflict Management
- Personnel Evaluation
- Team Building
- Delegation of Authority
- Stress Management
- Problem Solving and Decision Making

Personnel Policies

- Affirmative Action/Equal Employment Opportunity
- Administration of Paid Sick Leave Benefits
- Sexual Harassment
- Employment of the Disabled
- Flexible Work Hours
- Massachusetts Employee Assistance Program
- Age Discrimination
- Conflict of Interest

The Tier I Instructor Training Program will be offered twice during FY'86, once during the Fall Semester and once during the Spring Semester.



TIER I SUPPORT GROUP PROJECT

The Bureau is committed to providing ongoing support services and technical assistance to all the graduates of the Tier I Instructor Training Program. To facilitate these services, the Bureau, beginning in the Spring of 1986, will sponsor a series of one-half day seminars to discuss issues and concerns that these trainers are experiencing in implementing their contractual agreement for replicating Tier I in their own Agencies.

TECHNIQUES OF SUPERVISION

This 5-day course is designed primarily for supervisors and prospective supervisors as an introduction to basic supervisory principles addressing the areas of:

- Leadership
- Delegation
- Performance evaluation
- Communication
- Team building
- Motivation
- Productivity
- Conflict management

This program will be offered three times in FY'86 and ongoing in FY'87 and FY'88.



COMMUNICATION COMPETENCY FOR SUPERVISORS

The success or failure of supervisors and other professionals seems to rest largely on their ability to manage human relationships. Participants will examine issues and develop skills which are critical to this function. Topics to be covered include:

- Active listening
- Identifying barriers to communication
- Problem solving with subordinates
- Standing up for your rights without violating the rights of others
- Recognizing and dealing with aggressive and passive behavior in others
- Identifying sources and types of conflicts
- Managing and/or resolving conflicts

This three-day program will be offered twice a year.

LABOR RELATIONS

An introduction to labor relations will focus on administering under collective bargaining agreements, progressive discipline, and grievance handling. The course is geared toward supervisors with no previous background in labor relations.

The program will be offered twice annually.



DATA PROCESSING FOR THE NON-DATA PROCESSING SUPERVISOR

This workshop will familiarize supervisors with data processing methods and concepts with emphasis on management application. It is geared toward non-data processing supervisors who need to understand how EDP relates to their work and how to work with EDP experts; some "hands-on" experience is included. This program is scheduled to be offered in FY'87.

EXPLORING DELEGATION

This course is an exploration of the basic delegation function. The course addresses the areas of delegation and accountability, employee reactions to improper delegation, delegation techniques and principles of delegation. This program will begin in FY'87.

ANALYZING AND EVALUATING PERFORMANCES

This course will cover the process of analyzing an employee's performance, conducting an appropriate performance evaluation and will teach participants how to solve identified performance problems. This course will begin in FY'88.





III.3.C.

#### PROFESSIONAL STAFF TRAINING



C. PROFESSIONAL STAFF TRAININGOVERVIEW OF THE COMMONWEALTH OF MASSACHUSETTS, STATE GOVERNMENT SYSTEM

This program is designed to provide employees of the Commonwealth with an overview of the functions and linkages in state government. It will deal with questions such as: "How does State government work and where do I fit in?"; "What is public administration?" and "Where do the laws and rules come from?" This one-day program will help employees see where their work and agency fit in. This program will assist them to understand:

- The history of Massachusetts government;
- The structure, powers, limitations and inter-relationships among the executive, judicial and legislative branches of Massachusetts State government;
- The activities of state government and the response to the needs of the population;
- The organization of the Executive Branch and the interaction between State agencies within this branch;
- The major elements of the budget cycle and its impact on State agencies;
- The mission of some key state agencies in the Executive Branch and their relationship to each other;
- The influence of political, ethical, legal, and economic considerations on the functions of state agencies;
- Their own agency's goals and how they enable the agency to carry out its function and meet its goals;
- How state government links to federal and local governments.

This program will be offered once in FY'86 and twice a year thereafter.



CLEAR WRITING

Many people have difficulty expressing themselves in clear and concise language. A frequent result is that the reader misinterprets the information. In this course, participants will learn to write in a straightforward manner and help others to do the same. Participants will develop skills in organizing their thoughts in selecting words for letters, memos, reports and policies. This course will be offered once in FY'86 and twice a year thereafter.

MAKING ORAL PRESENTATIONS - PUBLIC SPEAKING

This three-day course is an introduction to making oral presentations. This course aims to improve participants' skills to deliver accurate, concise, and persuasive messages. Practice and feedback will allow participants to focus on their communication strengths and weaknesses. Course content includes:

- Skill development in planning and organizing a presentation
- Audience analysis
- Handling questions
- Dealing with presentation stress
- Verbal and non-verbal communication

This course will be offered twice a year beginning in FY'86.

COMMUNICATION WORKSHOP

This half-day program is designed to provide participants with an overview of the skills and techniques used in dealing with interpersonal situations encountered on the job. The program addresses the varied forms and complexities of communications and analyzes the process from the spoken to received message. This program will be offered once a year, beginning in FY'86.





TIME MANAGEMENT

The effective and efficient management of time is critical for all employees. If at the end of the day, employees would like to feel that they have really gotten things done, this one-day course will:

- Describe the principal steps of time management;
- Identify "time wasters";
- Identify problems that masquerade as "lack of time" problems;
- List the factors that affect concentration, distraction, comfort, organization;
- Identify attitudes that affect performance in positive and negative ways;
- Analyze how time is used and employ strategies for using it more productively;
- Set priorities for work assignments by setting primary and secondary goals;
- Determine which assignments can be delegated to others; and
- Recognize strengths/weaknesses, personal schedules, and daily cycles, and what effects these have on productivity and performance.

This course will be offered twice a year beginning in FY'86.



STRESS AWARENESS

This one-day program is designed to provide participants with an understanding of the factors and situations which are stress-producing . It covers the nature of stress and burnout, their physical, psychological and social consequences. Negative and positive coping behaviors are described. Simple but effective techniques for dealing with stress--both internally, via relaxation, desensitization, and self-image improvement--and externally, via behavior management and assertiveness training are discussed.

This program will be offered twice annually, starting in FY'86.

TEAM BUILDING

Whether as part of a group formed to tackle a special project or as part of an office group, employees must work cooperatively together. Why do particular groups function the way they do? How can groups pull together to achieve positive results? This two-day seminar will provide insights about what affects work groups and methods to stimulate group members to operate as a cohesive team. This seminar will be offered in FY'86.

HOW TO CONDUCT MEETINGS

Too often people leave meetings feeling that they have wasted their time. This course will stress the importance of setting results-oriented and measurable objectives for meetings. Participants will learn how to effectively prepare for and conduct a meeting. Opportunities to sharpen communication skills and to study group dynamics will be provided.

This course is scheduled to begin in FY'86.



ESSENTIALS OF ORGANIZATIONAL CHANGE

The course will explore the effects of organizational change of individuals and the workplace. Techniques for planning for change and coping with change will be discussed. This course will be offered in FY'87.

EFFECTIVE PROBLEM SOLVING

Developing solutions to the numerous problems encountered in the workplace is an important part of any job. This two-day workshop will provide techniques for effective problem-solving and decision-making and gives participants the chance to practice them so that they can go back to the office feeling confident about tackling problems. This workshop is planned to be offered by FY'88.





HOW TO TACKLE A RESEARCH PROJECT

Research is an integral part of many jobs. Data collection, analysis and reporting are critical to on-the-job success. This two-day course will provide the skills to:

- Outline a step-by-step approach to conducting research;
- List the general resources which can be found in an agency;
- Identify the types of data available in key State agencies;
- Explain when to use agency and public libraries, in general, and the State Education Library, in particular;
- Understand the appropriate use of a computer in the research process;
- Plan a strategy for collecting data;
- Identify proper notetaking and outline procedures;
- Know when to use interviewing, questionnaires, and numeric analysis for gathering information; the advantages/disadvantages of each technique;
- Apply techniques for formulating a survey to assure accuracy and validity;
- Relate guidelines to determine when there is sufficient information to make valid projections or sound recommendations;
- Set up a simple index card file for compiling and sorting information;
- Present information in report form.

This course is scheduled to begin in FY'88.





III.3.D.

CLERICAL/SUPPORT STAFF TRAINING



D. CLERICAL/SUPPORT STAFF TRAININGSUPERVISORY SKILLS FOR ADMINISTRATIVE ASSISTANTS AND OFFICE MANAGERS

This 3-day program is designed to provide administrative assistants and office managers with a more complete overview of their roles and responsibilities as supervisors. The topics will include:

- leadership
- communication
- productivity
- delegation
- team building
- conflict management
- performance evaluation
- motivation
- EEO/AA

This program will be offered twice in FY'86 and will be ongoing as needed in FY'87 and FY'88.

BASIC SUPPORT STAFF SKILLS TRAINING SEMINAR

This two-day seminar will provide clerical/support staff with training to better realize their potential in the office.

The topics will include:

- Office procedures
- Organizing work
- Working with your Boss
- Telephone technique
- Prioritizing
- Being a Team Player
- Dealing with the Public
- Time management
- Writing/preparing/editing written materials

This program will be offered twice annually.



COMMUNICATION SKILLS FOR SUPPORT STAFF

Three workshops will be offered to support staff which will cover the spectrum of the communication theory. These workshops will be offered at least once per year.

HUMAN RELATIONS AND COMMUNICATIONS FOR SUPPORT STAFF

This half-day course provides knowledge about the dynamics of people at work, and develops the interpersonal skills required in a working environment. It presents alternate ways of expressing oneself to promote understanding and acceptance. Emphasis is placed on problems that result from people's roles in an organization, and not on individual personality problems.

WRITTEN COMMUNICATIONS SKILLS FOR SUPPORT STAFF

Clerical/Support Staff play an important role in the writing, editing, formatting and distribution of written materials. This full-day workshop will provide staff with skills in the following areas:

- Business English
- Correspondence
- Proofreading and editing
- Report writing

EFFECTIVE TELEPHONE USAGE

Clerical staff are often the first persons to speak with the public. Their ability to effectively communicate with the public is key to an Agency's professional image. This half-day workshop will cover the following topics:

- The telephone itself
- Making appropriate referrals
- Protocol
- Dealing with angry persons
- Message-taking
- Setting priorities





WHERE DID THE TIME GO?

Time management and setting priorities are issues for everyone in the workplace. Two half-day seminars will provide staff with hands-on techniques for more effectively and efficiently doing their job. The second half-day portion of the program will follow-up the skills learned during the first workshop. This program will be offered once in FY'86 and twice in FY'87.

STRESS MANAGEMENT FOR SUPPORT STAFF

The purpose of this program is to provide participants with an understanding of the factors and situations which are stress producing; the ability to recognize the symptoms of stress, an appreciation of the importance which diet, exercise, relaxation, and communication play in coping with stress. This program will be offered twice per year.

TEAM BUILDING FOR SUPPORT STAFF OR GETTING IT TOGETHER

Building an effective working team is critical for an office in order to maintain a productive and satisfying working environment. This one-half day seminar will include the following topics:

- Getting organized
- How to communicate with co-workers
- How to communicate with your boss
- Conflict management
- Crisis intervention

This workshop will be offered once in FY'86 and twice in FY'87 and FY'88.



TYPING

In cooperation with local community colleges, the Bureau of Human Resource Development will sponsor a typing class for employees located in One Ashburton Place. This program is scheduled to begin in the Spring of 1986.

WORD PROCESSING

As automation has entered the workplace, word processing has become an important part of support staff responsibilities. In cooperation with local community colleges, the Bureau will offer a word processing course for employees working in One Ashburton Place. This program is scheduled to begin in the Spring of 1986.

WORKING EFFECTIVELY WITH YOUR "BOSS"

Output increases and stress decreases when a manager and a secretary work as an effective team. This course deals both with issues of manager-secretarial relations (communication, mutual expectations), and how secretary and manager can function as a more effective team (proofreading, scheduling, deadlines, dictation, telephone usage.) Both the manager and secretary must attend. This program is scheduled to begin in FY'87.



## STAFF AND PROFESSIONAL DEVELOPMENT PROGRAMS

Fiscal Years	1 9 8 6 1 9 8 7 1 9 8 8												EXAMPLES OF RELATED ACTIVITIES
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
Special Projects													
Orientation of New DPA Employees	•				•					•			• use the PMS system to determine eligible participants
Building the Network of HRD Professionals												•	• visit out-of-state HRD units to share information, trends and techniques
Training of Trainers												•	• develop a team of Directors of Training to provide training
Tuition Remission													• develop an administrative process for monitoring the audit process
Academic Course Offerings	x	x	x	x	x	x	x	x	x	x	x	x	• negotiate with institutions of higher education for appropriate courses
Back To College Seminars												•	• locate training sites across Massachusetts
Career Planning Seminar													• work with the Bureau of Recruitment and Referral, co-facilitate
How To Prevent Office Health Hazards	•												• coordinate interagency training effort
Pre-Retirement Counseling												•	• coordinate registration
The Culbreath Consent Decree													• monitor Agency implementation

— ongoing programs      x programs over several weeks      • short-term programs





[illegible]

- ongoing programs
- x programs over several weeks
- short-term programs





## STAFF AND PROFESSIONAL DEVELOPMENT PROGRAMS

Fiscal Years	1 9 8 6 1 9 8 7 1 9 8 8												EXAMPLES OF RELATED ACTIVITIES
	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	
Professional Staff Training Overview of the Commonwealth of Mass., State Gov't System				•		•		•		•		•	• obtain input from key State managers • set agenda • locate training site • obtain key State managers to give presentations
Clear Writing			•			•	•			•	•		• identify an expert trainer • locate training site
Making Oral Presentations Public Speaking		•		•		•		•				•	• obtain necessary A/V equipment
Communications Workshop			•				•				•		• monitor the training
Time Management		•		•		•	•			•	•		• observe trainers in other settings prior to selection
Stress Awareness	•			•		•		•				•	• conduct follow-up evaluations to determine long-term effectiveness
Team Building				•	•				•				• have an HRD Task Force develop the curriculum
How To Conduct Meetings			•				•				•		• conduct needs analysis to determine demand
Essentials of Organizational Change						•				•			• research current trends in the field of organizational change
Effective Problem Solving									•				• develop case studies
How To Tackle A Research Project											•		• have an Evaluation and Research unit develop and pilot program
Clerical/Support Staff Training Supervisory Skills for Adm. Asst. and Office Managers		•											• market programs with managers to obtain their support
Basic Support Staff Skills Training Seminar			•							•			• have a clerical task force review curriculum

— ongoing programs      x programs over several weeks      • short-term programs



STAFF AND PROFESSIONAL DEVELOPMENT PROGRAMS

Fiscal Years	1 9 8 6												1 9 8 7												1 9 8 8												EXAMPLES OF RELATED ACTIVITIES
	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN	JUL AUG SEPT	OCT NOV DEC	JAN FEB MAR	APR MAY JUN																					
Clerical/Support Staff Training Human Relations and Communications For Support Group			•				•					•			•			• analyze program evaluations																			
Written Communication Skills For Support Staff			•				•					•			•			• write reports																			
Effective Telephone Usage			•				•					•			•			• develop the curriculum																			
Where Did The Time Go?		—		•			•					•			•			• have a State operator co-facilitate																			
Stress Mgt For Support Staff	•		•				•					•			•			• conduct a needs analysis																			
Team Building For Support Staff or Getting It Together				•				•					•					• have a panel presentation by experienced support staff																			
Typing			x x x	x x x			x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	• negotiate with institutions of higher education																			
Word Processing			x x x	x x x			x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	x x x	• facilitate tuition remission process																			
Working Effectively With Your "Boss"																•		• have a Pride in Performance awardee co- facilitate																			



III.4.

OPPORTUNITIES  
FOR  
OFFICIAL RECOGNITION





Several means for recognition are already in place, ranging from Pride in Performance to the recent Kennedy School's fellowship for managers to the systematic presentation of certificates at Tier graduations.

Examples of other opportunities for official recognition being explored by the BHRD are:

- Addition of more fellowships for employees at different levels;
- Continuing education units (CEU's) for Tier programs and other training events;
- Job rotation for middle managers;
- Public-private sector exchange of HRD liaisons and employees; and
- Training tied in with promotions and merit increases (implementation of Chapter 699). (See Appendix F)



III.5.

AUXILIARY SERVICES AND ACTIVITIES

TO SUPPORT

THE ACTION PLAN FOR HRD



(To be developed and expanded over the next three years)

- Annual course catalogue of HRD programs and services
- Establishment of Multi-media and Training Resources Center
- BHRD newsletter
- Bi-monthly vendors meeting
- Pride in Performance
- Committees and task forces
- Product marketing strategies:
  - paycheck system
  - other agencies' newsletters
  - HRD program reputation
  - word of mouth
  - agency visits
- Computer-based consortium of information including:
  1. HRD liaisons
  2. Technical and consultant assistance availability
  3. Participant and trainer profiles and statistics
  4. Equipment and training materials
  5. Training sites, locations, and conference centers
  6. Interns in HRD
- On-going needs assessment



Although the time period covered by this ACTION PLAN for HRD is three years, the following budget is based on one budget year. The outcomes of this fiscal year will be the major determinant of budget planning for subsequent years.

Excluded from the budget are the full costs for staff salaries, benefits, Pride in Performance, and capital expenditures.

In the absence of an in-house standard for cost setting, the amounts to be spent for each program or service are discretionary costs and are a matter of our best judgement. Therefore, the itemized expenditures are not fixed costs and should not be viewed as such.





## BUREAU OF HUMAN RESOURCE DEVELOPMENT BUDGET FY '86

OPERATING EXPENSES 68,500

- Computer and Letter Quality Printer 4,000
- Office Supplies, Printing, Notebooks, Binders 3,800
- Office Furniture (e.g. Chairs) 1,700
- Travel 2,500
- Food, Refreshments, Supplies 1,500
- Consulting Fees, Training Expenses 52,000
- Facilities and Conference Rentals 3,000

PROGRAMMATIC EXPENSES 180,789

- Management Development Programs 80,000
- Tier Programs 50,000
- Staff and Professional Development Programs and Services 50,789

AUXILIARY SERVICES AND ACTIVITIES 43,700

- A/V Equipment, Maintenance and Repair 3,800
- Library Reference Materials 5,000
- Additional Software and Computer Capabilities 3,600
- State-Wide Needs Assessment Project 6,000
- Staff Development 2,600
- Interns (2) 1,000
- Marketing (Graphs, Charts, Slides) 1,700
- Publications (Annual Catalogue, Newsletters, Quarterly Reports) 20,000

TOTAL292,989



V.

APPENDICES







INSTITUTE FOR  
GOVERNMENTAL SERVICES  
UNIVERSITY OF MASSACHUSETTS

# PUBLIC MANAGER'S NOTEBOOK

Vol. 3 No. 1

## Improving the Management Environment in Massachusetts Government

Michael S. Dukakis

**N**OW IS NOT the easiest of times to be a manager in the public sector. The problems are increasingly complex, and the resources at our disposal are a lot tighter than they were a decade ago.

We are faced with an erosion of confidence in government. All too often, what we do is seen as inefficient, wasteful, and ineffective.

This view is fostered by the perception that public managers are not as effective as their counterparts in the private sector.

I disagree.

The challenges presented to public managers are often greater, and the contribution we can make is often more important. Public managers' decisions are critical, and they are made in an open atmosphere of public and media scrutiny that our friends in the private sector rarely encounter. We have to deal with a diffusion of authority, responsibility, and accountability. For us the bottom line is greater than just dollars and cents. It is the efficient use of tax dollars; the resolution of conflicting demands; and, above all, service to people.

If you really want to get something done, the public sector is going to demand the most of your management skills. For the truly excellent manager, the public sector is the biggest challenge. The majority of our public managers are hard working, conscientious individuals who are genuinely interested in providing services as economically and effectively as possible. However, we cannot afford to rest easy; there is still ample room for improvement.

That is why I welcome the opportunity presented by the Institute for Governmental Services at the University of Massachusetts to author this edition of its *Public Manager's Notebook*. It gives me a chance to discuss with my colleagues in public management some of the problems that we face and the opportunities that exist. I would like to tell you about some of the positive steps that are being taken at a policy level to develop the systems that the

Commonwealth needs to improve the management climate in Massachusetts.

My administration is making a concerted effort to build into the system a capacity to improve management. We are instituting budgetary and personnel reforms, delegating authority to line managers, and asking for clear-cut accountability. We are reemphasizing the Commonwealth's commitment to increased training opportunities for managers. We are not interested in imposing more regulation and centralized control. We want to institute programs of service, assistance, and management support. We can enhance public management as a career by improving the structure in which public managers work and by providing the tools that are needed to get the job done well.

### Management Sub-Cabinet: Vehicle for Change

If we are to restore confidence in government, we must confront the widespread feeling that the system no longer works as it should, that Massachusetts has lost the ability to manage itself. To counteract this feeling we must make government in Massachusetts as professional and responsive an enterprise as possible.

The primary vehicle to effect the necessary changes will be the new Management Sub-Cabinet established by Secretary of Administration and Finance Frank Keefe and myself. The Sub-Cabinet is chaired by B.J. Rudman, Assistant Secretary for Management in A&F; and it reports directly to the Cabinet and myself.

As an outgrowth of two Governor's Management Task Forces, the objective of the Sub-Cabinet is to institutionalize within state government the capacity to improve management. Only in this way can we ensure the long term sustainability of the changes we envision. The Sub-Cabinet is broadly concerned with improving the delivery of services and the efficient use of tax dollars. Its goal is to institute management practices based on systematic goal-oriented planning, well informed decision making, dele-





gated authority and responsibility, and human resource development.

The Management Sub-Cabinet has the strong support of both Secretary Keefe and myself. It has already enlisted the active involvement of key personnel from a wide range of state agencies, and it has selected several areas of governmental operations for attention. These include purchase of service contract management, civil service, quality of work life, energy management, affirmative action, and the utilization of technology. Each has been assigned to a "Project Team."

In particular I would like to focus on the work of the four Project Teams addressing the areas of financial and personnel authority, performance appraisals, and incentives.

### **Delegation of Financial Authority to Line Managers**

In the past concerns about overspending and abuse have caused governors and legislatures to attempt to exercise control through greater centralization of authority in A&F and the Ways and Means Committees. The result has been bottlenecks, an enormous flow of paper, stifled initiative, lack of accountability, and less responsive state government.

The expansion of over restrictive control in both financial and personnel areas has frustrated managers by limiting their flexibility and authority to manage day-to-day operations. Front line managers are closest to the situation. They should be delegated the authority and responsibility they need to perform their jobs well.

The Project Team addressing this problem is headed up by Barbara Salisbury, who is also the Budget Bureau Director. It has established as its objective the delegation of authority to line managers at the Commissioner, Deputy Commissioner, and Superintendent level so that they can use funds available to them in a manner that they consider to be the most appropriate—without having to seek the approval of A&F.

Essential to the achievement of this goal is the development of an accurate reporting system that will ensure that managers are held accountable for meeting the objectives for which financial resources were allocated. Such information systems will enable the legislative leadership, the Secretary of A&F, cabinet secretaries, agency heads, and myself to have the timely data that is essential to good decision making. Better financial accounting and control systems will enable us to know quickly if there is overspending or abuse and to move quickly to correct it.

### **Performance Based Budgeting for FY84-85**

Right now, too much emphasis is placed on inputs—such as size of budget, number of personnel slots, client case load, etc.—rather than on results. We need a budget planning process that focuses on performance.

As part of the FY84 spending plan and during FY85 budget development process, agency managers will be establishing performance priority objectives. They will have to be clear-cut, action oriented, measurable, achievable in a specified time, and ranked in order of priority. Agency heads will be held accountable for their results. A

review of the degree to which these agreed upon goals have been met will be a valuable management tool for monitoring progress and determining future funding levels. The process should improve the delivery of services by stimulating development of operational techniques to attain agency objectives.

Performance based budgeting is a first step in a long range effort to integrate the management systems into state government that will allow us to delegate authority to the lowest practical level, while holding appropriate personnel accountable for performance.

### **Better Personnel Management**

Public managers are often frustrated by the tangle of regulations governing personnel administration in the Commonwealth. All too often mediocrity is protected while genuinely able individuals are locked into dead end positions. Permanent positions and promotions are based on exams that are infrequently given and seem to take forever to get corrected. Not surprisingly, managers feel powerless in facing an inflexible and unresponsive system.

Many have viewed the Department of Personnel Administration (DPA) as part of the problem. Because this office is responsible for handling all personnel transactions, many managers feel as if they have little or no control over the hiring, promoting, or terminating of personnel.

My administration recognizes that if an improvement is to take place, it has to take place at the operational level. The Project Team dealing with this issue is chaired by David Haley, whom I have recently appointed Personnel Administrator at DPA. It has already organized a group of liaisons from secretariats and agencies to work with DPA to determine the most appropriate way to delegate various personnel authorities. Their primary objective will be to decentralize personnel activities to the agency level.

During initial decentralization DPA will provide agencies with direction, training, and assistance for successful implementation. Once the delegation takes place, DPA's role will be a supervisory and supportive one. With increased automation DPA will be able to spend less time on processing forms and more time on developing state government's major resource: its people.

No one is better qualified to make critical personnel decisions than on-line managers. Delegating personnel management authority to them will give them an essential tool for achieving the goals and objectives of their agencies. After all, there is no function more crucial to good management than attracting, retaining, and rewarding people of genuine ability.

### **Individual Performance Evaluations**

Over 70% of the Commonwealth's operating budget goes for personnel, yet we lack an effective and equitable method of evaluating personnel performance. Each individual's goals must become an integral part of the process of achieving agency goals. Most importantly, employees deserve a clearly communicated statement of what is expected of them. In turn, they must be held accountable for their performance.

Chapter 767, Section 12, of the Acts of 1981 allows for the





use of performance evaluations, in addition to seniority of service and test scores, as a basis for promotional appointments. Chapter 699, the Management Act, requires that step increases for all managers be based on a standard performance evaluation system. Working in this area is the Sub-Cabinet's Performance Appraisal Project Team, which is also chaired by Dave Haley. Its objective is to develop ways to institute a results-oriented, performance approach to personnel evaluation.

The program will allow individuals to set their own objectives in conjunction with their supervisors. Emphasis will be placed on achievable, measurable goals that tie in with the agency's overall objectives. This is not intended to be a coercive "report card" approach to personnel evaluation. It should be used as a positive tool to further an individual's career, a source for positive feedback, and a way to identify weaknesses for future improvement. Thoughtful and appropriate behavior on the part of the supervisor is absolutely essential. Training managers and supervisors on how to conduct goal setting and evaluation interviews is crucial to the successful implementation of the program.

Such an approach would provide the kind of information that is necessary for a more realistic and fair evaluation of personnel performance. It should also help an individual to identify future career opportunities in state service and the possibilities for advancement through educational and training programs. Most importantly, it would emphasize productivity rather than test scores. The efficient delivery of government services depends on high productivity, and that productivity should be rewarded.

### Incentives

There is currently no system in place to encourage and reward exemplary performance by state employees, either managers or non-managers. The main motivation for excellent work is the personal standards of many conscientious people. There ought to be a way to recognize this commitment to excellence, and it ought to become an integral part of state government.

Performance evaluations as criteria for promotions and clearly defined career ladders are the most direct ways to achieve this objective. The Employee Incentive Project Team is looking for additional ways to publicize and reward outstanding achievement in the public sector.

One concept that is being considered is a "Governor's Award for Exceptional Performance in Public Service." At a ceremony in my office with attendant media recognition, the award would be presented to a few, perhaps twenty, state employees who had distinguished themselves in some noteworthy way.

Other incentives that are being considered are more paid leaves, sabbaticals in private companies for professional development, and increased use of tuition-free enrollments in professional training programs.

These kinds of approaches are part of an overall plan to develop career paths in state service which are based on performance and which clearly lead to advancement. We must afford opportunities for success. Training and educational programs are an important part of that process.

### Professional Advancement Through Training

Introducing new management systems will call for new skills and positive attitudes. To implement and to sustain these changes, we must maximize the potential of our human resources.

One of the best methods to achieve this goal is through professional training. My years at the Kennedy School of Government showed me how effective this approach can be at developing the abilities and skills needed to carry out managerial responsibilities and to adapt to changing situations.

Massachusetts managers are fortunate that we have available to us the resources of great educational institutions. They are resources that should be utilized. Through the Executive Office of A&F, state managers have access to a wide variety of programs at many levels.

For example, the Massachusetts Management Program is a four-tiered approach to facilitate an individual's progress through successive levels of career development. Tier one, run by the Bureau of Employee Development at DPA, focuses on improving supervisory techniques. Tiers two and three are designed for middle and upper level managers and are conducted by the University of Massachusetts, Institute for Governmental Services. They address not only technical areas such as implementing computer systems but also broad management areas such as public sector productivity, goal-oriented planning, performance appraisal techniques, and managing in an environment of change. The fourth tier, offered by the Kennedy School at Harvard, is an intensive one week program aimed at honing the executive skills needed to manage a large organization in the public sector.

Considering the frequent changes in appointive government positions, training programs like these can provide operational continuity. For those of us who have been in government for a long time, they offer a unique opportunity. Times change. New problems arise, and old ones become more complex. Therefore, new management techniques have to be learned and implemented. Such training programs also offer the opportunity to compare experiences and to share solutions with colleagues from other agencies. One can return with a fresh perspective and new insights.

I am convinced that the quality of governance is enhanced by able, well trained employees at all levels. It is my belief that professional training should be a key factor in the advancement of a public manager's career.

### New Private Sector Support for Public Management

In addition to educational resources, we should also more fully utilize the resource of private sector management expertise.

I certainly do not advocate the wholesale grafting of private sector techniques to the public sector. Ours is a different business. However, most valuable would be the technical and financial assistance of private sector companies that have in-depth experience in developing essential management systems.

Section 40 of the FY84 Budget is the recently passed enabling legislation for a new Partnership for Management





Improvement. Its board of directors will include the Secretary of Administration and Finance or his designee and four individuals,

who shall have extensive experience and knowledge in the design, development, and implementation of systems and programs to improve management effectiveness and productivity in private and public sector organizations.

The legislation enables the Partnership to accept grants and donations and to provide matching state funds. If properly developed, the Partnership could become an institutionalized part of state government and serve as an ongoing conduit for private support.

### The Future

There are those cynics who feel that somewhere along the way state government died—bloated by paper work and regulations, its hardened arteries restricting the flow of information—and that ever since all we have been doing is trying to resuscitate the patient.

Actually, state government has grown to be a \$7 billion a year business, and what it needs is new management systems appropriate to such an enterprise.

That is why the work of the Management Sub-Cabinet is so important. For managers to do their jobs well, they need more direct control over financial and personnel decisions. Managers need an information system that will provide

them with more timely and accurate data, that will ensure accountability, and that will permit more realistic planning. Performance based budgeting, personnel evaluations, and incentives are all goal-oriented tools to help managers improve productivity. Educational and training programs are opportunities to increase the professionalism of managers. The net result will be more cost-effective, responsive state government.

The magnitude of the task defies any "quick-fix" solution. The job will be difficult. It will take time and will call upon the efforts of all of us. There will be resistance from those who fear the loss of power, who fear accountability, and who are afraid of any change in the *status quo*. However, I know that good public managers are flexible and open-minded. They have dealt with too many crises not to be adaptable.

Our enemies will be apathy and distrust. The challenge will be to see that the new programs are adopted and that they are properly used on a day-to-day basis. The lasting result will be a state government that has the built-in capacity to improve itself.

We are all part of the same system. To improve the system is to improve the stature of all public managers in the Commonwealth.

Only by working together can we build a better Massachusetts and a state government of which our citizens can be proud.



### The Institute For Governmental Services

A linking agency between the University of Massachusetts and state and local governments, the Institute provides training, technical assistance, publications and research.

Maurice A. Donahue, *Director*    Arthur W. Eve, *Associate Director*  
Maureen Johnson, *Administrator of Programs & Financial Affairs*

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## APPENDIX B

### ORIGINS OF MANAGERIAL DEVELOPMENT TIERS

In June of 1978, the Bureau of Employee Development at DPA sponsored a conference of approximately 400 senior-level managers. All secretariats were represented at the conference, and a needs assessment was subsequently conducted to determine the priority needs of managers regarding categories of management competency. Those different categories included "Management of Organizational Development," "Financial Management and Budget Systems," and "Executive Effectiveness." According to the report completed by the Institute for Governmental Services (IGS) at U/MASS in July of 1978, these Senior Managers considered "Management of Organizational Development," "Executive Effectiveness and Training," "Policy Issues," and "Data Processing Systems" crucial to their own personal competency needs. They were also asked to determine the competency needs of their subordinate managers, which they overwhelmingly pinpointed as "Executive Effectiveness and Training," "Management of Organizational Development," and "Policy Issues."

Consequently, in September of 1978, the Bureau of Employee Development and IGS submitted a proposal for Management Development Training which would meet two primary objectives: "First, to improve the managerial skills of each state service manager, and secondly, to bring managers together to focus their efforts towards improving the overall management of this state's organization." Thus, the first State Agency Management Development Program (SAMDP) in the Spring of 1979 contained a combination of these two priority areas—those of the senior managers, and those perceived (by the senior managers) to be their subordinates' concerns.





Eight key agencies were identified as pilot agencies on the basis of their activeness and commitment to training. They were: DMH, DPW, DEA, DOC, DYS, DOE, and the Comptroller's Office. These agencies participated in the initial and experimental first cycle of SAMDP, which eventually came to be known as Tier II. It was then a 17 week curriculum with 3 phases. The first phase, which lasted 8 weeks, was a core curriculum including the "Management of Organizational Development," "Introduction to Management Theory and Technique," "Team Building, Managing Change," "Management by Objectives," "Performance Evaluation," "Inter-group Development" and "Networking." The second phase, that of electives, was generated out of a needs assessment conducted in the first weeks of phase I. Phase II consisted of 12 sessions and lasted 6 weeks. The third and final phase was comprised of a project and oral presentation in which the participants took what they learned in the classroom and applied it to their job experiences. Cycle I of Tier II was conducted with 50 participants.

What made this first cycle of SAMDP unique was its experimental nature and the time period in which it was conducted. IGS and BED staff met weekly and often bi-weekly, making a truly collaborative program (as opposed to the contractor/contractee relationship which evolved with later cycles). Since this was the only Management Development Training (really the only training of any kind) going on in the state, an incredible mix of people—from top level executives to front line managers—were clamoring to attend. Also, as the spring of 1979 represented the first months of the King Administration, the Tier II Program was virtually ignored and IGS and BED administrators were able to carry out the first cycle in a perfect test/control group situation. There were no high expectations placed on either the coordinators or the participants.



After the first cycle, IGS changed the curriculum to become more goal and objective oriented. Topics identified in Phase II became so consistent (after a few cycles) that they were moved into Phase I as part of the core program. The most obvious curriculum problem which came to light involved the subject matter. The initial needs study had been conducted on an almost entirely foreign population, and that population was changing rapidly. One remedy IGS tried was to place higher level managers in one location. They found a good deal of resistance in the field to this suggestion. They also determined that the learning experience of all managers was enhanced when a good "mix" was obtained. Such a mix created a combination of cynicism, idealism and political reality which was immensely profitable to the group as a whole. Abandoning that model, IGS coordinators tried to gather together managers with advanced degrees into one program. They found here too that although the managers may have had advanced degrees, their knowledge of political reality or state systems could be quite minimal. This model was also abandoned quickly. The consistent and number one priority of the participants was location, and in the end this was determined to be the best way to split the groups. Alternate sites were added when needed in Holyoke, Westborough, Worcester, Bridgewater to minimize student travel.

#### CURRICULUM

IGS developed a curriculum for SAMDP that was not based on a "script" model but rather on broad-based outlines and theory concepts. This gave the program a certain flexibility that it could enjoy no other way—it made the sessions more responsive to participant needs. Tier II expanded from 50, 100, 110, 120 to 140 at its largest point. From the fifth cycle it became relatively stable, with most major changes having occurred in 1980. For example, "Introduction to Management" and "Management





Theory and Technique" were combined. Participants had indicated that there was too much theory. A leadership component was added along with personal effectiveness, planning and inter-personal skills. IGS planners discovered that they could virtually stop asking participants what they wanted to learn in phase II, realizing that the answers were almost always the same.

As the SAMDP Program was being refined and institutionalized by IGS, the Bureau of Employee Development began looking towards new programs, this time aimed at supervisors and supervision skills. Because the supervisory population was so large (more than 5,000) and the attrition rate so high (25% annually), the Bureau suggested a "train the trainer" approach, wherein supervisors would be trained in management theory and presentation so that they could in turn train their respective agency staff. The Bureau contacted the (now defunct) Boston State College to develop a curriculum. Indeed, the Bureau even considered moving some staff to the offices of BSC to insure that a comprehensive, full-time program could be run. However, when the first Management Skills for Massachusetts Supervisors (MSMS) Program ran in April, 1981, the results were disappointing. BED staff felt that the curricula was neither responsive to their goals and needs, nor was it well written.

BED hired a private consultant to re-write the curriculum. He remained to act as the lead trainer. Initially, the supervisors were exposed to management theory and then given the basics of presentation and public speaking. This was later reversed, so that the participants, knowing about presentation skills, could observe the trainer delivering the management material, thus doubling the learning aspect. MSMS was eventually renamed Tier I, although it has never been viewed by DPA as the first step in state management development programs. Indeed, it would be a more fitting follow-up to Tier II, so that managers could learn theory and then learn to teach it.





After the state management structure was re-classified in 1981, to include four different classes—Program Manager, Program Manager Specialist, Administrator, and Fiscal Officer—the Bureau and IGS administrators conceived an advanced program for Tier II graduates. They envisioned four Tier III's, one for each management classification. It was not conceived to be a program for Senior-level Managers, but rather an extension of Tier II in which only graduates of that program would then attend an "advanced" program in their specific field. An initial needs study was conducted on a group of Program Managers by IGS in the fall of 1981. IGS recommended a pilot program to be implemented in the spring of 1982. An important finding noted in the IGS report was the omnipresence of change, both internal and external, and the dire need for management training in a variety of areas to deal with those changes, including declines in funding, reduction in state budget and personnel, and addition of office automation. Noting that Program Managers needed to develop and improve their ability to forecast and adapt policy and operations to new economic, social, political and legislative trends, the authors of the report designed a curriculum built around skills to achieve that purpose. The proposal addressed the Program Manager's need in advanced and in-depth manner.

"The design should assume that basic management principles presented in SAMDP are understood and practiced by the participants. Building on these principles the curriculum should emphasize practice of skill areas and comprehensive coverage of cognitive areas," the proposal stated.

At some point during the creation of the curriculum, it was decided by DPA personnel that the concept should be changed to include only levels 5 to 8 managers and all four management classifications would be included in the same program. The first Tier III (Senior Management Development Program, later



changed to State Agency Advanced Management Development Program) was implemented in 1982. However, since the curriculum was geared specifically toward Program Managers who comprised only a fraction of the group, the program was much less effective than it should have been.

Consequently, a new concept was developed, one which an IGS administrator labels the "Umbrella Model." Under this system, IGS' Tier II and Tier III Programs would become the stem of the umbrella. All managers level 5-8, regardless of classification title would go through Tier III. They would then be eligible to specialize in advanced seminars geared toward managing attorneys, or budget directors—beyond the broad band of classification and geared toward specific skill areas. These seminars would cut across management levels. Some examples of proposed topics would have included "Financial Management" and "The Management of Professionals," and could be offered by a team of area Universities.

IGS received a small DPA grant to develop such a proposal. A second evaluation, based on that concept was conducted on Program Manager Specialists. However, the focus was again changed within DPA and, although the study was eventually completed, the training was never implemented (although certain parts of it were incorporated into Tier III). The next concept to come out of DPA was one of "Collaborative Tier Programs." In other words, different delivery models would be proposed by different vendors. Proposals were submitted by a number of institutions, including the Lincoln Filene Center at Tufts, MIT, Brandeis, Boston College, and Babson. According to one administrator, the Filene proposal was "right on target," as it reflected the dire need for financial management training reflected in all previous IGS needs assessments.





Originally these collaborative programs were designed to feed the top of the umbrella; each different proposal carved out a particular niche, except for the Brandeis proposal which was very similar to the IGS model, with the exception of its delivery mechanism. It appears that there was a sense within IGS that a choice of the Brandeis proposal would reflect a choice of one vendor over another, rather than of one program over another, and perhaps that DPA should reevaluate its commitment to IGS on that basis.

The Brandeis model—a five day non-residential program entitled "Human Resource Management in the Public Sector," — was submitted in the fall of 1983. There were some differences between the Heller School Program and that of IGS. The Heller School focused a good deal on communications and human relationships while the IGS model centered on productivity, economics, and strategic planning. IGS staff were informed that there would be no competition between programs. However, initial problems arose as a result of marketing when neither of the vendors nor DPA were able to articulate the differences between the programs or the need to carry both. It seems that the introduction of the Brandeis Program, with its many similarities to the IGS model, and the numerous shifts in focus at DPA create some questions as to the direction of management development in Massachusetts.

#### Executive Development

While DPA was conducting generic training for state managements and "train the trainer" programs for state supervisors, the agency was doing little for the upper echelon, i.e., Cabinet Secretaries and Agency Heads. Former Secretary of Human Services, Chic Mahoney organized a one time only, five day residential program





through the Harvard Business School (of which he was a graduate). The Program, which ran in September, 1980, was an enormous success. Mahoney and other high-level officials urged DPA to work with Harvard around instituting such a program on a consistent basis.

After careful consideration, administrators at the Business School decided that such a program fit better with the scope of services offered by the recently re-located and re-named Kennedy School of Government. DPA commissioned the Kennedy School of Government. DPA commissioned the Kennedy School to conduct a needs assessment, which they did in March of 1981. They found a great need among the States top executives for training of all kinds. DPA issued a Request for Proposals, finally choosing the Harvard model in October of 1981.

The Harvard proposal was broken into three categories: the five-day residential program; a continuing seminar series, and an orientation program for senior executives. The general goals for the program included the enhancement of analytic and problem solving skills, and the exchange of ideas and insights with peers and faculty members. The first session ran in May, 1982.

One of BED's goals associated with the program was that a consortium would be set up, encompassing many schools in the Boston area. A series of such meetings were held, and immediate conflict was the result. Many academics, who had fiercely advanced the idea initially, backed off, citing problem areas of ownership, turf and bookkeeping.

According to an administrator at IGS, the State desperately needs a core system for Management Development—the stem of the umbrella. It needs a mechanism for communicating what this administration demands from its managers. This would probably be best accomplished on different managerial levels, based on the history of



groupings. The State or DPA then needs to determine the original focus of the tier structure to see what needs to be added or deleted. Currently there is a lack of distinction what Tier II and III are supposed to achieve and this is causing much overlap. It is also not clear where Tier I fits into the scheme.

It is important to determine the population. The management pool in Massachusetts is very small--only 3000 managers for 70,000 + employees. Subsequently, people are managing without a title, because they do not fit into a management class. According to an IGS spokesperson, we have a job population that in reality has nothing to do with its 3000 managers. Setting up strict rules of attendance at any of the Tier Programs based on job title, therefore, would be a big mistake.

Ideas, questions: What do we want to accomplish in Tier II and III  
Where should we go? Should the name and sequence be changed? Should BHRD have a pool of money for consultants to work with Tier II and III managers who are having trouble implementing their projects and ideas in their agencies? Should the BHRD think about different and varied methods of instruction? The exclusive model now is the classroom. How about new and innovative, experimental and experiential methods?





**ADMINISTRATIVE BULLETIN**  
**EXECUTIVE OFFICE FOR ADMINISTRATION AND FINANCE**

84-1

February 24, 1984

TO: ALL CABINET SECRETARIES AND AGENCY HEADS

RE: MANAGEMENT DEVELOPMENT AND TRAINING

Introduction

On December 20, 1983, Governor Michael S. Dukakis met with his cabinet and key executive staff to discuss the importance of a strong management development and training program for Massachusetts state government.

The Governor emphasized his personal commitment to an effective, centrally administered program. He asked that cabinet secretaries and agency heads lead by example through their active participation in the present four-tier program. He stated that there is a direct correlation between training, the quality of the work force and the quality of programs and services. Accordingly, he asked the cabinet to insure that a sufficient amount of the present budget provided to each agency, as well as future budget resources, is allocated to the support of management development and training.

The Governor discussed the three-year training plans submitted to the Department of Personnel Administration by each state agency and stressed the need for participation of managers at all levels in these training and development activities. He asked that cabinet officers review current and past attendance in the programs as they plan for the training of all managers in the four-tier program during the next three years. He also asked the Personnel Administrator to take the lead in expanding the present course offerings.

In conclusion, the Governor directed cabinet secretaries and agency heads to establish management development and training as a top priority of this administration. He stated that dollars spent in this area are a small investment which guarantees a large return.

Mandate

This is the second time in recent months that Governor Dukakis has expressed his support of the four-tier management development and training program. In the November 1983 issue of the Public Manager's Notebook published by the Institute for Governmental Services of the University of Massachusetts, he states: "My administration is making a concerted effort to build into the system a capacity to improve management.... We are reemphasizing the Commonwealth's commitment to increased training opportunities for managers.... Massachusetts managers are





fortunate that we have available to us the resources of great educational institutions. They are resources that should be utilized. Through the Executive Office for Administration and Finance, state managers have access to a wide variety of programs at many levels."

Conclusion

Every state agency has appointed a Training Liaison Officer to plan for agency participation in the four-tier management development and training program. The purpose of this bulletin is to emphasize the importance of that effort. The Governor's priorities and commitments have been expressed. It is the cabinet and the agency heads who are responsible for the actual program implementation. Therefore, your support of the Training Liaison Officers' job and financial commitment are essential. Please insure that management development and training receives your open endorsement with financial backing from current allocations, and that the three-year training plan for each manager is kept current and complied with as agreed. I have directed the Budget Bureau to facilitate the transfer of funds between subsidiaries where it is necessary to provide funding for tuition payments, and the Department of Personnel Administration to provide quarterly reports which reflect secretariat and agency progress towards achieving this administration's management development and training goal.

A large, stylized handwritten signature in black ink, likely belonging to Frank T. Keefe, positioned above a horizontal line.

Frank T. Keefe  
Secretary of Administration and Finance



STAFF AND PROFESSIONAL DEVELOPMENT TRAININGSUMMARY OF BHRD NEEDS ANALYSIS OF CLERICAL/SUPPORT STAFF

The Bureau of Human Resource Development received approximately one hundred and seventy-five responses from ATLO's to its survey regarding the training needs of clerical/support staff. The following groups were included in the survey process: Front line managers, Directors of Training, key informants, Tier II, III, and IV participants from the June 25th ATLO meeting. The need for the training was identified as a high priority by the majority of respondents. There emerged a remarkable consistency in the areas of identified training needs across several groups. The clerical/support staff employees have been greatly underrepresented in training for a number of years. It is a major concern of these various groups and BHRD to provide needed training for the clerical/support staff population of state employees.

The top five categories of training are as follows:

- Communication skills training
- Automation Training
- Team Building Training
- Basic Clerical Skills Training
- Stress and Time Management Training

COMMUNICATION SKILLS TRAINING

Communication skills training emerged as the primary training concern. Within the communication skill category such training sub-topics as report writing and correspondence, business English, telephone techniques, message taking, proof-reading and editing, contributed to the fact that 65% of the responses explicitly identified the areas of communication as a major concern.





AUTOMATION TRAINING:

Forty-three percent of the respondents viewed automation as the second most relevant training need. Acquiring knowledge in office automation, such as use of memory typewriters and office machines; developing and enhancing data processing skills; computer training, and word processing comprised the sub-topics of this category. Respondents seem to feel that proficiencies in these topics were particularly essential for the clerical support staff.

TEAM BUILDING TRAINING

The area of team building training received the third largest number of responses. This category encompassed the topics of positive interaction with others, conflict management and crisis intervention. Thirty-seven percent (37%) of the responses were represented in this category.

BASIC CLERICAL SKILLS TRAINING

Basic clerical skills and office procedures and management ranked a close 4th (30%) in the training needs survey. This category also included enhancement of self-worth and professional style among clerical support staff. Respondents supported the need for improved training in the areas of filing, typing, record and bookkeeping.

STRESS AND TIME MANAGEMNT TRAINING

Respondents report that there is a constant desire to learn stress and time management techniques. Twenty-seven percent (27%) felt that clerical/support staff training in these areas was imperative.





CONCLUSION

Based on the data generated from the survey, there is a strong indication for the overall need for employee training on the clerical/support staff level.

The Bureau looks forward to responding to these training needs by expanding the learning experience of these state employees.

Clerical employees are improtant members of the State's team. They represent a focal point for the public's image of services and programs provided by the Commonwealth of Massachusetts.



Breakdown of Needs Analysis DataPercentages

## ● Communication skills

22

- report writing and correspondence
- business English
- telephone techniques
- proof reading and editing

13

8

15

3

---

65%

## ● Automation

## Knowledge of:

- typing (memory) and office machines
- computer training/data processing
- word processing

22

7

14

---

43%

## ● Team Building

10

- positive interaction with others
- conflict mgmt/crisis intervention
- planning and organizing

12

4

11

---

37%

## ● Basic Clerical Skills and Office Procedures and Management

- office procedures and management
- basic clerical skills
- self worth among clerical staff
- professional style

10

11

3

6

---

30%

## ● Stress and Time Management

- stress management
- time management

13

14

---

27%



SUMMARY OF BHRD NEEDS ANALYSIS OF PROFESSIONAL STAFF

BHRD's survey analysis of the training needs of professional staff identified a general concern which was described by one of the respondents as a need for a "comprehensive" approach to learning.

Categories were formed around several responses. As with other employee levels, communication skills training once again emerged as the number one training need. The following top six training categories were recognized by survey respondents, beginning with the most frequently mentioned:

- Communications Skills Training
- Time Management Training
- Written Communications Skills
- Stress Management Training
- Computer Skills Training
- Team Building Skills Training

Others topics frequently mentioned by participants include:

- Research Skills Training
- Public Speaking
- Mediation Skills Training
- Orientation to State Employment

Communication Skills Training:

Communication skills, specifically in the area of listening and staff-client interactions, were major training topics for professional staff. Twenty-two percent (22%) of the replies identified this area.

Time Management Training:

Managing work and lifestyle within inevitable time constraints is a skill most employees want to achieve. Twenty-one percent of the respondents reported this as a training need.





Written Communication Skills Training:

Those respondents who identified written communication skills training as a need wanted to develop professional staff abilities in the area of report-writing, proof reading, and clear writing skills. Twenty percent (20%) of the respondents noted this need.

Stress Management Training:

Eighteen percent of the respondents ranked stress management training as important for professional staff. Being aware of the psychological and physical effects of stress on employees is seen as a chief concern, and was ranked fourth in popularity.

Computer Skills Training:

Ranked fifth among the top six training categories, computer skills training gathered sixteen percent of the responses from the survey. Respondents felt that training ranging from basic computer awareness to management information system utilization was needed to fully equip professional staff for high technology.

Team Building Skills Training:

The sixth training category, team building skills, generated fourteen replies from the survey. Respondents saw a need for professional staff to enhance their ability to work as a team.

Conclusion:

There are many significant components to the training needs analysis which contribute to the overall formation of the Bureau's fiscal plan. The data provided by surveying respondents brings a wealth of knowledge for planning and implementation for BHRD.



## PROFESSIONAL STAFF

Category:	# of Responses
* Communication Skills Training	23
* Time Management Training	21
* Written Communications Skills Training	20
* Stress Management Training	18
* Computer Skills Training	16
* Team Building Training	14
Other:	
* Research Skills Training	12
* Mediation Skills Training	11
* Public Speaking	10
* Orientation to State Employment	6





SUMMARY OF BHRD NEEDS ANALYSIS OF SUPERVISORY STAFF

The BHRD survey regarding the training needs of supervisory staff received numerous responses from the various groups polled. Nearly one hundred and twenty-five responses were generated through the use of survey instruments. The data analyzed indicated that the need for training was of great concern to respondents on every level.

The supervisory staff training needs survey represents a "back to basics" approach to enhancing job skills within this employee group. It was clearly indicated that the primary training need of supervisors was a comprehensive introduction to supervisory and management skills program. Several other training topics were also identified by respondents as training needs of supervisory staff. The categories, corresponding to the number of responses in ascending order, detail the particulars of additional training topics for supervisors. The six most requested individual training categories are described as follows:

- Communication Skills Training
- Delegation Skills Training
- Stress Management Training
- Labor Relations Training
- Computer Skills Training
- Leadership Skills Training

Communication Skills Training:

Communication skills training was selected as the chief training needs. The sub-topics within this category deal with subjects such as interpersonal relationships, human relations sensitivity, and communication within groups. Effective oral and written communication and public presentations were also mentioned in this grouping.





Delegation Skills Training:

The ability to delegate tasks appropriately was the second most chosen individual training need identified by survey respondents. Along with delegation skills, other managerial/supervisory skills such as organizing and planning, were viewed as key skills for supervisors to acquire.

Stress Management Training:

Stress management training was identified by all employee categories as an area of interest. The ability to diffuse stressful situations for themselves, as well as for members of their staff, was the focus for supervisors.

Labor Relations Training:

How to hire, promote, and fire employees is an area of great concern for all supervisors. This knowledge will give supervisors the ability to follow appropriate procedures for state government.

Computer Skills Training:

The age of the computer is upon us and supervisor's are often in the position supervising data processing personnel and using computerized information. To effectively use the computer as a tool, supervisors need computer skills training.

Leadership Skills Training:

The role of leader is not always a natural skill. Supervisors identified leadership skills as critical to their potential success as managers.



## SUPERVISORY STAFF

Category:	# of Responses
● Communications Skills Training	11
● Delegation Skills Training	8
● Stress Management Training	6
● Labor Relations Training	6
● Computer Skills Training	5
● Leadership Skills Training	5



AGENCY TRAINING LIAISON OFFICERS  
Executive Office of Administration and Finance

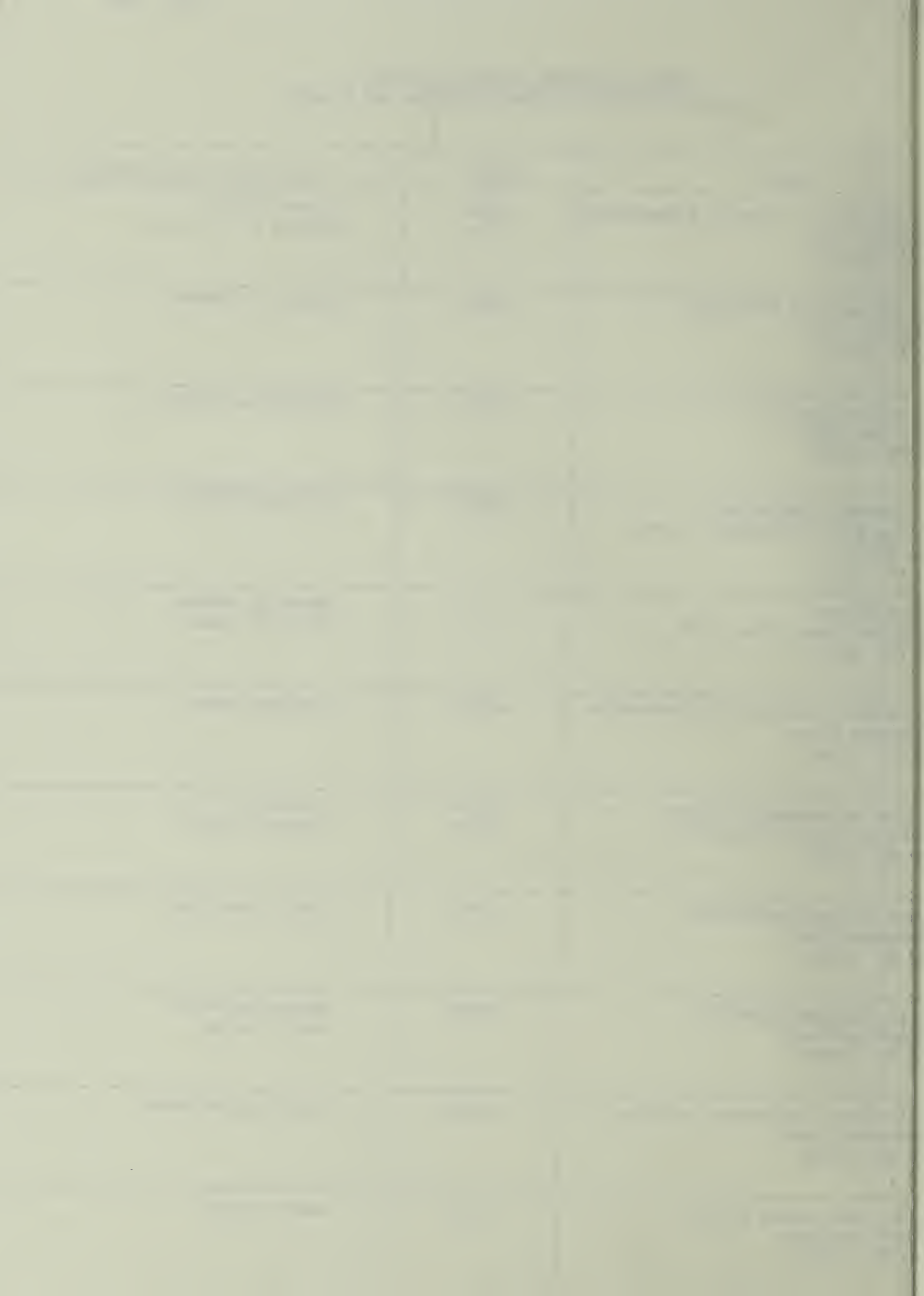
AGENCY	PHONE	LIAISON/TRAINING OFFICER
Executive Office for Administration and Finance State House, Room 373 Boston, MA 02133	x2446	Helen Chin Schlichte Attn: Maude Fish
Administering Agency for Developmental Disabilities One Ashburton Place, Room 1020 Boston, MA 02108	x4178	Eileen Thompson
Appellate Tax Board 100 Cambridge Street Boston, MA 02202	x3100	Carl Benanti
Board of Library Commissioners 643 Beacon Street Boston, MA 02215	267-9400	Irene Levitt
Budget Bureau State House, Room 272 Boston, MA 02133	x2049 x2086	Jenny Netzer
Bureau of Special Investigations One Ashburton Place Boston, MA 02108	x6950	William Linehan
Bureau of State Office Buildings State House, Room 123 Boston, MA 02133	x2607	Sharon Imonti
Civil Service Commission One Ashburton Place Boston, MA 02108	x2293	Victoria Douglas
Comptroller's Division One Ashburton Place Boston, MA 02108	x2926	Carol Gross
Council on the Arts and Humanities One Ashburton Place Boston, MA 02108	x3668	Mary Magiera
Department of Revenue 100 Cambridge Street Boston, MA 02204	x0192	Donald Cusack





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Division of Hearings Officers One Ashburton Place Boston, MA 02108	x7060	Robert E. Tierney
Division of Purchasing One Ashburton Place Boston, MA 02108	x2920	Francis J. Kelley
Group Insurance Commission C.F. Hurley Bldg., Government Center P.O. Box 8747 Boston, MA 02114	x9875	William Hilliker
Management Bureau One Ashburton Place, Room 1019 Boston, MA 02108		Edward S. Morrow Addis Williams
Mass. Commission Against Discrimination One Ashburton Place Boston, MA 02108	x7302	Virginia Parks
Motor Vehicle Management Bureau One Ashburton Place, Room 1112 Boston, MA 02108	x5238 x7296	J. Walsh Stephen Corbitt
Office of Affirmative Action One Ashburton Place Boston, MA 02108	x7441	Gladys Rodriguez
Office of Employee Relations One Ashburton Place Boston, MA 02108	x5403	Bonnie McSpiritt Kevin Preston
Office of Equal Employment Practices One Ashburton Place Boston, MA 02108	x4528	Marilyn Carrington
Office of Handicapped Affairs One Ashburton Place Boston, MA 02108	x7440	James Gliech



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State Ethics Commission One Ashburton Place, Room 1311 Boston, MA 02108		Marcia Bird
State Library of Massachusetts State House, Room 341 Boston, MA 02133	x2592 x2593	Gasper Caso Mary McLellan
State Retirement Board One Ashburton Place Boston, MA 02108		Philip Carney
Teachers Retirement Board One Ashburton Place Boston, MA 02108	x5440	James Waldman
Telecommunications One Ashburton Place Boston, MA 02108	x7500	Gabrielle Meyer

# THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN THE YEAR 1649

BY JOHN BURNET

IN TWO VOLUMES

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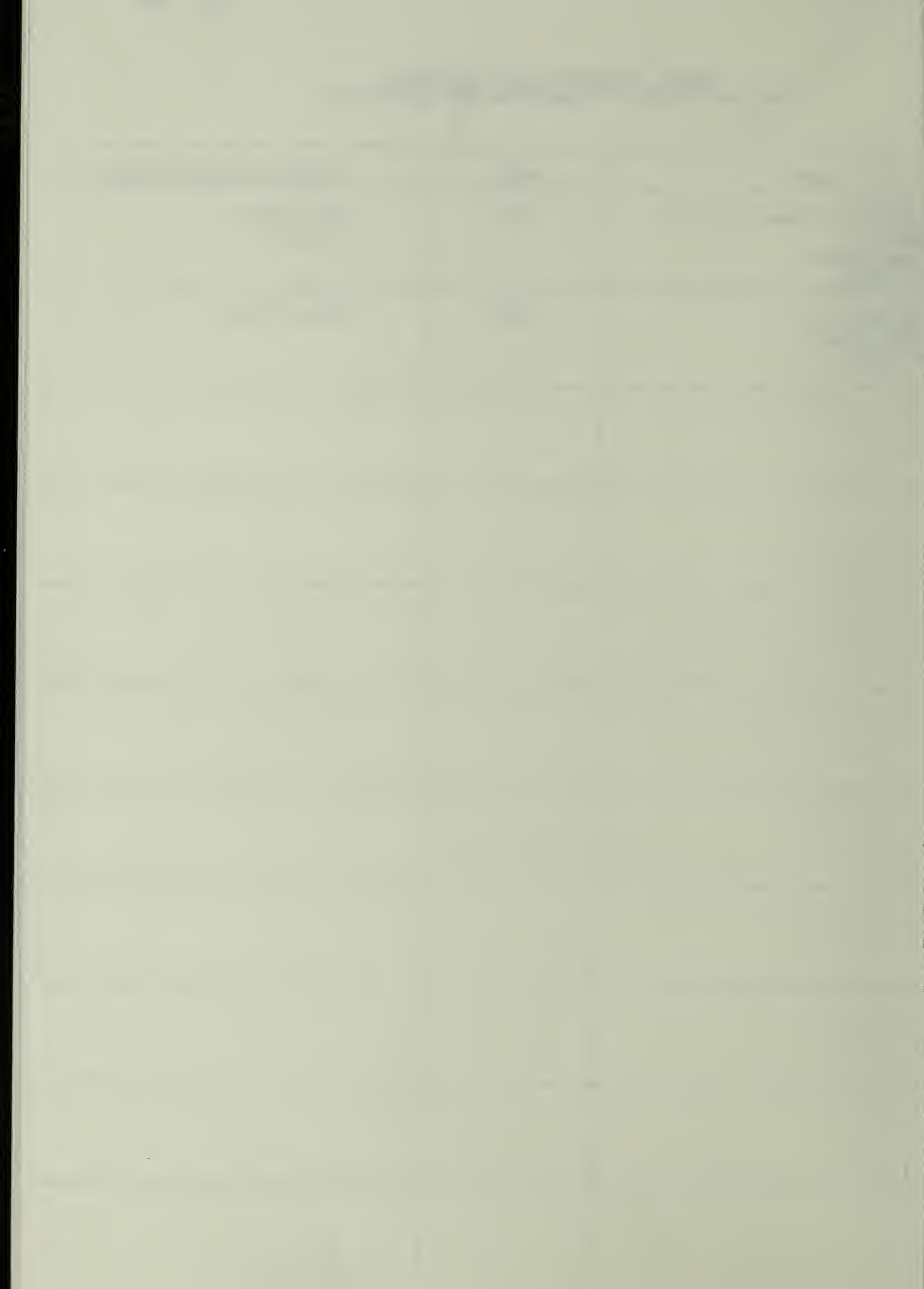
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Executive Office of Communities and Development

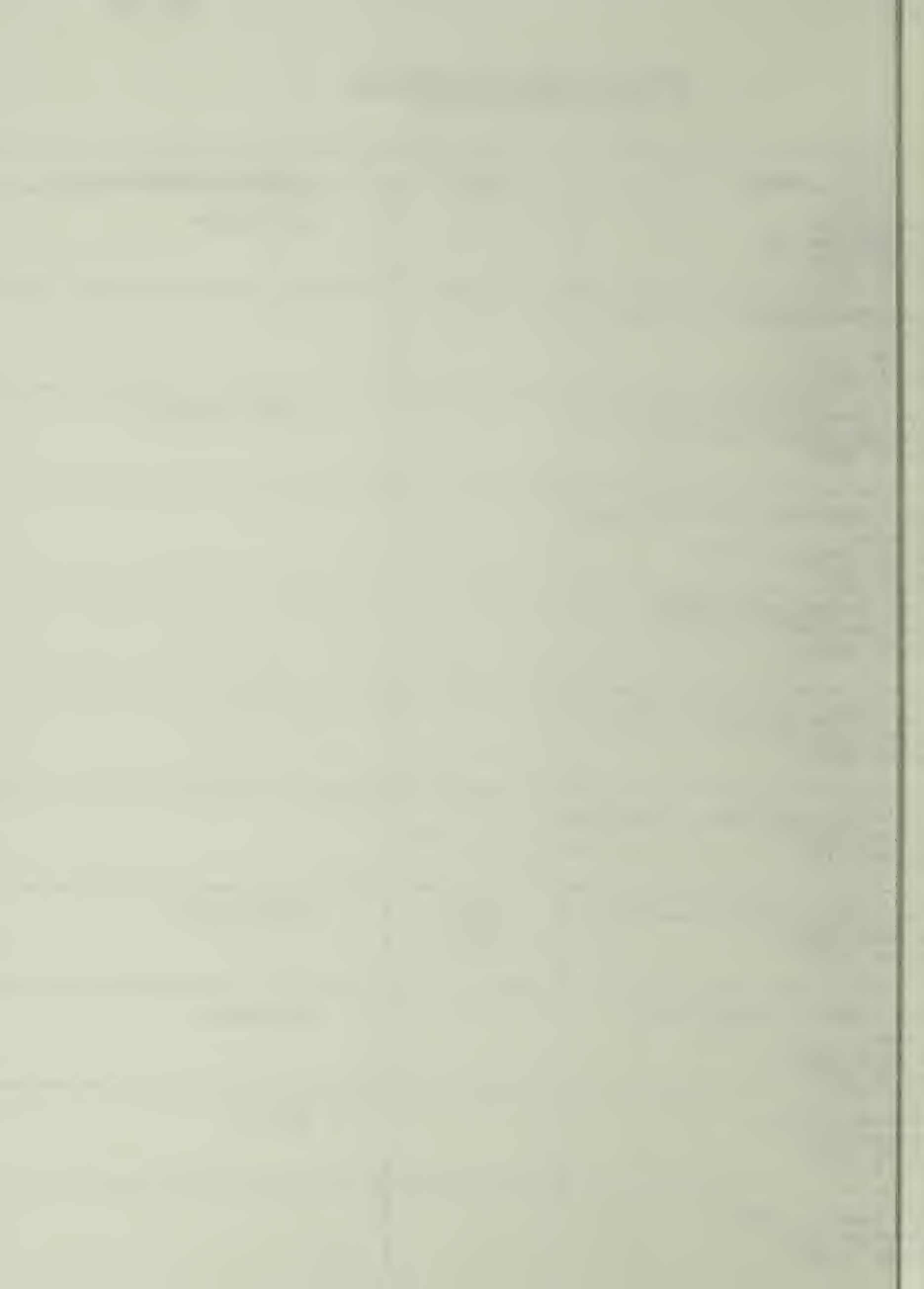
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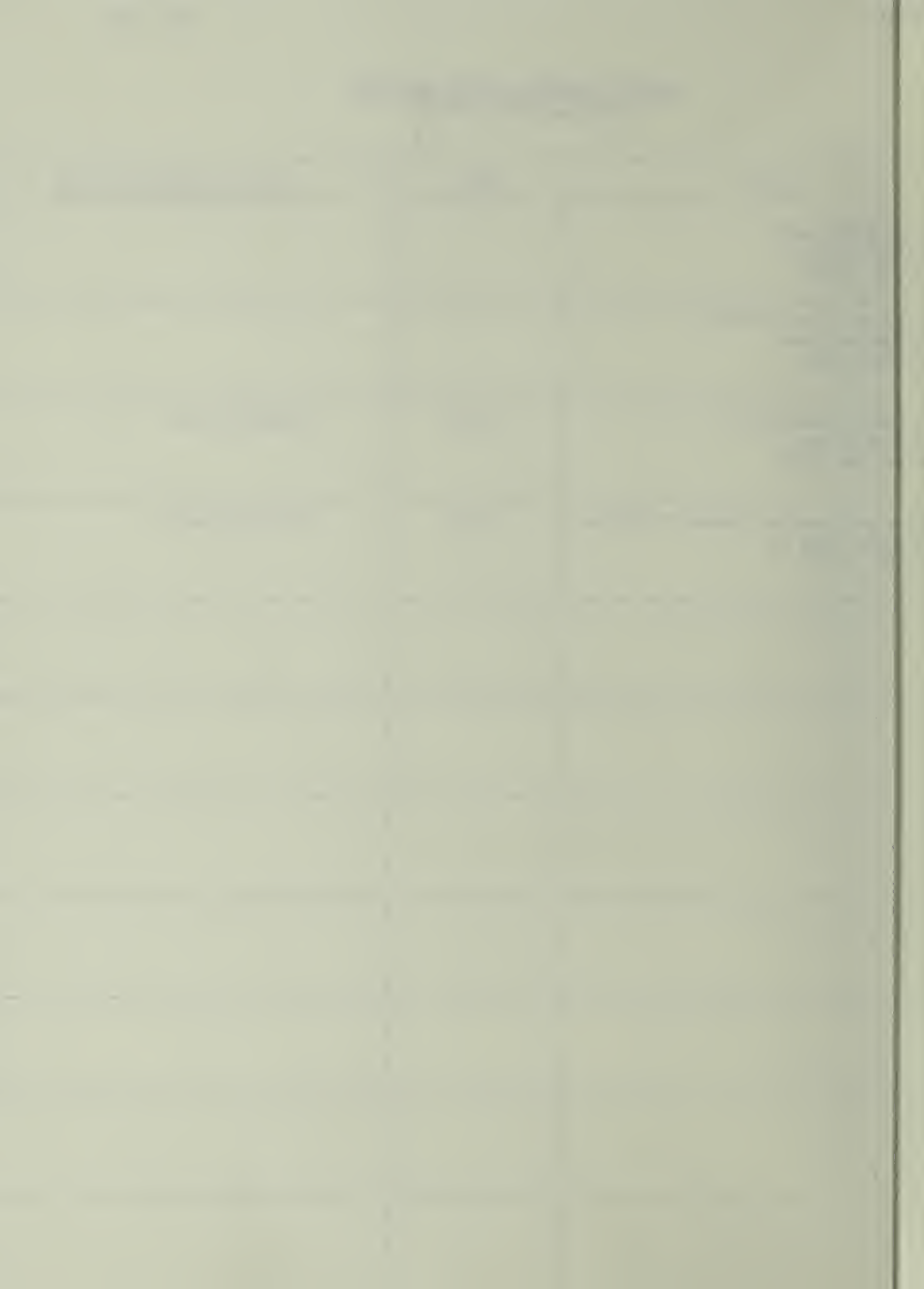


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Governor's Committee on Physical Fitness and Sports 150 Tremont Street, 7th Floor Boston, MA 02111		
Governor's Highway Safety Bureau 100 Cambridge Street, Room 2104 Boston, MA 02202		
Governor's Office of Community Services State House, Room 159 Boston, MA 02133		
Governor's Office of Economic Development State House, Room 109 Boston, MA 02133		
Governor's Office of Educational Affairs State House, Room 487 Boston, MA 02133	x0770 x5415	Theresa Dolan
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State Racing Commission One Ashburton Place, 13th Floor Boston, MA 02108		





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Office of International Trade and Investment One Ashburton Place Boston, MA 02108		
Office of Training & Employment Policy Charles F. Hurley Building, 9th Floor Boston, MA 02114		



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Department of Elder Affairs

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AGENCY TRAINING LIAISON OFFICERS  
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General Court

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Springfield Technical Community College Armory Square Springfield, MA	7-1289	Cheryl Baraldi
University of Lowell One University Avenue Lowell, MA	7-9820	Joan Roberts
University of Massachusetts - Amherst Amherst, MA 01003	(413) 545-5150	Fred Swan
University of Massachusetts - Boston Downtown Center Boston, MA 02125	482-8400	Sheila Morrison
University of Mass. - Medical Center 55 Lake Avenue Worcester, MA 01605	865-3236	Phillis Russell
Westfield State College Western Avenue Westfield, MA 01086	7-9885	Timothy Murphy
Worcester State College 486 Chandler Street Worcester, MA 01602	793-8028	Helen Shaughnessey





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Executive Office of Labor

[illegible]



AGENCY TRAINING LIAISON OFFICERS  
Executive Office of Public Safety

AGENCY	PHONE	LIAISON/TRAINING OFFICER
Executive Office of Public Safety One Ashburton Place, Room 2133 Boston, MA 02108	x7775	Gloria Fernandez-Tearte Dennis Condon
Capitol Police One Ashburton Place, Room P-03 Boston, MA 02108		
Civil Defense Agency 400 Worcester Avenue Framingham, MA 01701	x2368	Anthony Zizza
Civil Defense Academy Training Academy One Asberry Road Topsfield, MA 01983		Training Coordinator
Criminal History Systems Board 1010 Commonwealth Avenue Boston, MA 02215	x0090	Robert Woodland
Criminal Justice Training Council One Ashburton Place Boston, MA 02108	x7827	Judith Panora
Criminal Justice Training Council 115 Woodland Road Southboro, MA 01772		Fred Brown
Department of Public Safety 1010 Commonwealth Avenue Boston, MA 02215	566-4500	Frances Russotto
Governor's Highway Safety Bureau 100 Cambridge Street Boston, MA 02202	x5075	Irene Bent
Merit Rating Board 100 Nashua Street Boston, MA 02114	x4977	Mary Ann Mulhall Brian Blackwood
Military Division 905 Commonwealth Avenue Boston, MA 02215	727-5390 782-7171	Ron Holmes





AGENCY TRAINING LIAISON OFFICERS  
Executive Office of Public Safety

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AGENCY TRAINING LIAISON OFFICERS  
Executive Office of Transportation and Construction

AGENCY	PHONE	LIAISON/TRAINING OFFICER
Executive Office of Transportation and Construction 10 Park Plaza, Room 3510 Boston, MA 02116	973-7049	Sandra Warren
Central Transportation Planning Staff 10 Park Plaza, Suite 2150 Boston, MA 02116	973-7140	Maureen T. O'Brien
Department of Public Works 10 Park Plaza Boston, MA 02116	973-7500	Linda Webber
Mass. Aeronautics Commission Logan Airport East Boston, MA 02128	x5350	Frank Sperlinga
Mass. Bay Transportation Authority 45 High Street Boston, MA 02110	722-3280	Joan Kapulchok
Mass. Turnpike Authority 10 Park Plaza Boston, MA 02115	536-1400	John Francis
Mass. Port Authority 10 Park Plaza Boston, MA 02115	482-2930	Jane Deutsch Vivian Wright



## APPENDIX F

Excerpts from Chapter 699 of The Acts of 1981 relating to Management Development in the Commonwealth of Massachusetts.

*Whereas...its purpose which is to reclassify the managerial positions of The Commonwealth; to provide equal Compensation according to the training experience and managerial skills required...to provide a program of training for the further development of management capacity in the executive branch of the state government...*

*Be it enacted, etc., as follows:*

*...The said personnel administrator, with the approval of the commissioner of administration, shall also organize, develop and generally direct a program or programs of training for the managers of The Commonwealth which shall include an incentive pay plan based on credits for approved management training courses conducted by the Institute for Governmental Services at the University of Massachusetts or for courses completed at any other accredited public or private institution of higher education. Such program or programs may provide for a manager to be released from work assignments during normal working hours and for the payment of tuition and costs of required course materials; provided, however, that subject to appropriation, such program or programs shall be available to managers in all agencies of The Commonwealth.*

*...(4) In addition to the annual step-rate salary increase available under the provisions of paragraphs (2) and (3) of this section, a manager may receive an additional step-rate salary increase upon the completion of a program of management training courses as determined by the personnel administrator under the provisions of section twenty-eight A of chapter seven.*





*Fact Sheet*

# McCormack Building Course Offerings

## Fall 1985

at the University of Massachusetts at Boston

## UMass/Boston

The University of Massachusetts at Boston will again offer courses for state employees at the McCormack Building (One Ashburton Place). The following courses will be offered for the Fall Semester 1985.

### Undergraduate Courses:

AF 210S	Financial Accounting	Thursday	5:30-8:00 pm
ECON E101	Introductory Economics	Tuesday	5:30-8:00 pm
ENG 101	Freshman English I	Monday/Wednesday	5:30-6:45 pm
ENG 102	Freshman English II	Tuesday/Thursday	5:30-6:45 pm
LAW JUS 103	Mini-Courses in Law and Justice	Monday	5:30-8:00 pm
SOC E160	Social Problems	Wednesday	5:30-8:00 pm

### Graduate Courses:

ADM 603	Organizational Change	Thursday	5:30-8:00 pm
CCT 697C	Creativity and Creative Problem Solving	Tuesday	5:30-8:00 pm
MGT 660	Business and Its Environment	Monday	5:30-8:00 pm



## Registration

Registration for these courses will take place August 15 and 16 in room 519 of the McCormack Building from 11:00 A.M. - 3:00 P.M.

\*Registration into graduate courses requires that students have at least a Bachelor's degree. Please bring a copy of your undergraduate transcript to registration. Final approval for entrance into graduate courses rests with the Graduate Program Director.

Classes begin: September 3, 1985. All classes will meet at room 519.

## Cost

State employees qualifying for the tuition remission program will have 100% of the tuition waived. A completed tuition remission form must be turned into the University to receive the tuition waiver. All University fees will be waived for students taking courses at the McCormack Building.

## Course Descriptions

- AF 210S**      **Financial Accounting.** Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
- ECON E101**    **Introductory Economics.** A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis will vary from section to section and may include: industrial organization, income distribution, international trade, economics of the environment and other topics.
- ENG 101**      **Freshman English I.** Small class instruction in grammar, rhetoric, and the articulation of logical thought. Practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the students confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600-word papers.
- ENG 102**      **Freshman English II.** Continuation of English 101, with emphasis on topics and writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers including a longer research paper.
- LAW JUS 103** **Mini-Courses in Law and Justice.** Two short courses in law and justice on specialized problems of contemporary interest.
- Child Abuse Cases:* The goal of this course will be for students to have a better awareness and understanding of child abuse as a social problem, to grasp the psychological complexities of child abuse for the victim and the perpetrator, to understand the laws which exist in the Commonwealth of Massachusetts to deal with child abuse, and to address ways of decreasing the incidence of child abuse in our society. *This course meets September 9 - November 4.*





*Law and the Media:* The course will focus on issues raised by the inherent conflict between the freedom of the press, the public's right to information and an individual's right to a fair trial. Class discussion will include recent development affecting the public, such as television cameras in the court room and shield laws for journalists. *This course meets November 11 - December 9.*

- SOC E160**     **Social Problems.** A course concentrating on institutional formation and change. Specifically it covers the definition and explanation for social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies and discussion of contemporary social problems.
- ADM 603**     **Organizational Change.** Principles and practices drawn from behavioral science theory which are employed as vehicles by which to study the processes of change and renewal in educational organizations.
- CCT 697C**     **Creativity and Creative Problem Solving.** How to have better ideas and greatly heighten problem solving effectiveness on many levels is the focus of this course. It will cover such issues as what is meant by, and how to develop creative behavior, how to dramatically increase both quantity and quality of ideas, and application of think tank models such as Synectics and future problem solving. Participants can expect to be involved in lively discussions and diverse group activities.
- MGT 660**     **Business and Its Environment.** Examines the relationship of business to the external environment. the course looks at business in relation to legal, social, political, and economic systems and in relation to technological developments. The course also addresses the functioning of American industrial enterprises in the context of the international business environment, and explores how business organizations can operate effectively and responsibly in the context of the external environment.

### Important Dates

August 15 & 16	Registration (McCormack Building)
August 29	Late Registration (Harbor Campus)
September 3	Classes Begin
September 13	Last Day to Drop a Course
October 14	Columbus Day (Holiday)
November 5	Last Day to Withdraw from a Course
November 11	Veteran's Day (Holiday)
November 28- December 1	Thanksgiving Recess
December 2	Classes Resume
December 11	Classes End
December 12-15	Reading Period
December 16-25	Final Examination Period

Students failing to drop or withdraw from a course by the official deadline date may receive the grade of "F". To drop or withdraw from a course contact the Office of Registration and Records, 929-7200, for undergraduate courses or Graduate Admissions and Records, 929-7109, for graduate courses.

### For further information contact;

Linda Walden, Associate Director of Admissions, 929-8000  
Doug Hartnagel, Dean, Enrollment Services, 929-7110





APPENDIX H

DEPARTMENT OF PERSONNEL ADMINISTRATION  
Bureau of Human Resource Development

QUEEN MCLEAN-BROWN  
Director  
Bureau of Human Resource Development

CASEY CONNORS  
Coordinator  
Staff and Professional Development Programs and Services

LLOYD M. CORBIN  
Senior Training Specialist  
Management Development Programs and Services

BARTON H. GRAHAM, JR.  
Senior Training Specialist  
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DAVID A. KILLIAN  
Assistant Director  
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